DOCUMENT RESUME

ED 241 673 CE 034 713

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TITLE Planning and Conducting Education and Training Programs. A Seven Step Process.
INSTITUTION Minnesota Univ., Minneapolis. Center for Youth Development and Research.
SPONS AGENCY Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.
PUB DATE Aug 77
GRANT 73-ED-99-0018; 73-ED-99-0033
NOTE 64p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Administrators; Adult Education; Correctional Institutions; *Education; Management Development; Program Descriptions; *Program Development; *Program Evaluation; Program Implementation; *Training
IDENTIFIERS Community Corrections Training Project

ABSTRACT

Addressed to persons responsible for developing all kinds of training programs, this two-part monograph provides information for replication of a program titled "Training Administrators of Community-based Residential Correctional Facilities," of the training process used in the Community Corrections Training Project. Part 1 describes the seven steps in the training process. These steps involved in developing, conducting, and evaluating a training program are discussed in detail: establishing a general sense of what needs to be done, selecting participants and determining their training needs, writing program goals and objectives, developing the means to realize objectives, designing evaluation, conducting the program, and assessing program effectiveness. Part 2, a documentation of part 1, is a concrete example of how the training process was applied in developing, conducting, and evaluating the Community Corrections Training Project. Some of the problems as well as the accomplishments of this particular program are highlighted. Relevant materials developed in connection with the various steps in the process are provided in the appendixes, including an interview with potential trainees, a list of priorities (training needs), a sample program, representative evaluation forms, and a summary of evaluations of training sessions. (YLB)

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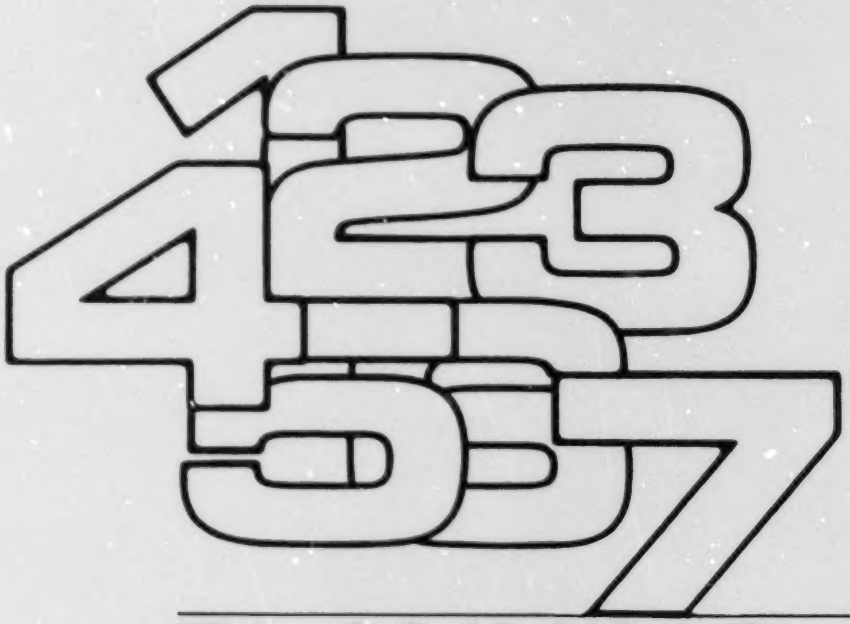

PLANNING AND CONDUCTING EDUCATION AND TRAINING PROGRAMS

A SEVEN STEP PROCESS

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U.S. DEPARTMENT OF EDUCATION
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Dissemination assistance has been provided by
the DISSEMINATION AND UTILIZATION PROGRAM
of THE NATIONAL CENTER FOR RESEARCH IN
VOCATIONAL EDUCATION,
The Ohio State University.

The project entitled, "Training Administrators of Community Based, Residential Corrections Facilities" was initiated and carried out under the auspices of the Center for Youth Development and Research, University of Minnesota and was supported with funding from the Law Enforcement Assistance Administration, U.S. Department of Justice, Washington, D.C. and administered through the Governor's Crime Commission, St. Paul, Minnesota, Grant Numbers 73-ED-99-0033, 73-ED-99-0018.

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August 1977

Planning and Conducting Education and Training Programs

Introduction
3

Outline of the Training Process
4

Part One
The Training Process—a systematic approach to program development and evaluation
7

Part Two
The Community Corrections Project — an example of the training process in practice
31

Appendices
46

Acknowledgements

Special Thanks To:

Gisela Konopka, Director, Center for Youth Development and Research.

Chris Clauson, Director, Roseville Youth Service Bureau and formerly Training Coordinator of the Community Corrections Project for contributions at many stages in the project.

Bill Wilkey, National Institute of Corrections, Washington, D.C. for continuing support and frequent counsel.

Lillian Jensen for help in shaping this document and technical editing.

Jan Arneson, Margaret Atkinson, Arlene Jones, Catherine Meyer at the Center for Youth Development and Research who provided the necessary skills to keep the project moving.

Participants in the Community Corrections Training Project who reviewed this document as part of their continuing training:

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Introduction

Ostensibly the purpose of this monograph is to facilitate the replication, nationwide, of the program titled Training Administrators of Community-based Residential Correctional Facilities in Minnesota, Wisconsin, Iowa, North and South Dakota, conducted by the Center for Youth Development and Research (CYDR) and funded by the National Institute of Corrections and the Law Enforcement Assistance Administration. In actuality, however, no training program can be replicated because persons, needs, resources, place and time are always different. It is the training process that can be replicated. And the process applies to education and training programs in any field—in or out of corrections—programs of any length or depth, for any groups or individuals. Consequently this two-part monograph is addressed to persons responsible for developing all kinds of training programs. It is written for those who want to struggle—for the first time, or afresh—with the range of choices that must be made in program development and evaluation.

Part I describes simply and clearly the seven steps in the training process. The process is logical and "obvious." It is not new, yet it has never been spelled out and made conveniently available to persons who daily are delivering education and training programs. Using the process takes time and commitment to all of the steps. None should be omitted, and they should be addressed in the order given. To neglect or to bypass any step will substantially affect the outcomes of the program.

Part II is an account of the training program from which the seven-step process was derived—the Community Corrections Training Project cited above. It is a case study of the training process in practice, written under the assumption that conscious review of each of the steps in the process is essential to the development and evaluation of any training program. Some of the problems as well as the accomplishments of this particular training program are highlighted in the hope that individuals developing their own process can learn from this example. Whether one is training a similar group or a different group, it is essential to proceed through all the steps, since each group will be unique. In-service education in particular requires that the general and specific needs of participants be identified and acknowledged.

Note first that STEP 1 in the process requires an overview of the entire process, beginning with the general purpose of the program and its reason(s) for being. The succeeding six steps develop that initial overview in greater detail and depth. Second, no step stands alone; each requires in its execution a review of and a drawing upon one or more of the others. Planning, implementation and assessment are dynamic, interdependent activities that continue throughout the life of a program.

Note also that the Outline of the Training Process can be used as a reference (a table of contents) to Part I, or as a skeleton guide to program development.

Outline of the Training Process

STEP 1
ESTABLISH A GENERAL SENSE OF WHAT NEEDS TO BE DONE

A Specify overall purpose and design of program

B Clarify positions on educational and training issues
   1 role and responsibilities of planners
   2 type of knowledge and skills to be taught, and anticipated program impact
   3 teaching methods to be used
   4 how learning will be measured

C Outline practical limitations that must be considered
   1 budget and timetable (amount of money and time available for training)
   2 planners' knowledge
   3 demands and expectations of other significant persons

D Develop an advisory group
   1 contact knowledgeable individuals
   2 set up mechanics for gathering information from advisers (meetings, telephone contacts)

STEP 2
SELECT PARTICIPANTS AND DETERMINE THEIR TRAINING NEEDS

A Develop a list of participants
   1 define criteria for eligibility (type of job, level of competency, geographic location)
   2 locate eligible persons
   3 select desired number of participants (if not all eligible persons can be accommodated, develop secondary criteria for selection)
   4 invite participants

B Determine areas of crucial need in target population
   1 conduct needs assessment (consult experts in the field, interview potential participants, review literature, conduct direct job analysis by observing participants' daily performance)
   2 prioritize expressed needs (list needs most frequently expressed by each source, develop a rank order of needs to be met)

STEP 3
WRITE PROGRAM GOALS AND OBJECTIVES

A Apply criteria for selecting goals and objectives (most relevant, most commonly needed, most difficult, most likely to be retained and used, feasible)

B Determine and write goals

C Formulate and write objectives
   1 differentiate between end-result and process objectives
   2 apply criteria for well developed objectives
   3 consider merits of precise versus open-ended objectives

STEP 4
DEVELOP THE MEANS TO REALIZE OBJECTIVES

A Select content

B Arrange material in best order for learning

C Select teaching methods to be used (list alternative methods; consider nature of objective and content, type of involvement desired, and feasibility of each method; select appropriate method for each unit)

D Make physical arrangements (locate place for training, arrange timing of program, arrange meals and meeting rooms, select appropriate materials)

E Write program documents to clarify content of program (lesson plans, brochures, programs)

F Maintain contact with participants (notify them of schedule in advance, make sure they are clear on responsibilities)

G Select resource persons and instructors (check out expertise and ability to teach; brief instructors prior to session)

STEP 5
DESIGN EVALUATION

A List major objectives to be evaluated, define measurement standards (knowledge and behaviors that will indicate mastery of the material)

B Choose most suitable evaluation methods

1. list the various methods (interviews, questionnaires, tests, observation, expert opinion, job-related materials, informal feedback)
2. define strengths and weaknesses of methods (validity, reliability, feasibility)
3. select the best method or combination of methods

C Design or find evaluative instruments (develop clear instructions, sample items; explain use to which evaluation will be put, plan when the evaluative materials shall be distributed and collected)

STEP 6
CONDUCT THE PROGRAM

A Keep program on course

B Fulfill planners' responsibilities

1. insure that content is covered
2. oversee physical arrangements
3. maintain participant interest and involvement
4. manage the process

STEP 7
ASSESS PROGRAM EFFECTIVENESS

A Compile data from evaluative instruments

B Prepare impact statement, including

1. impact measured by objective data
2. impact measured by subjective data
3. strengths and weaknesses of training process

C Finalize assessment (provide for immediate and follow-up evaluations, ask participants to read impact statement and comment, summarize responses)

PART ONE

The Training Process: A Systematic Approach to Program Development

Seven basic steps are involved in developing, conducting and evaluating a training program. In proceeding through these steps, individuals responsible for the program move from general ideas about the needs of the persons to be trained to a detailed schedule of activities designed to meet those needs. Many critical decisions must be made en route. The purpose of the seven-step process is to raise systematically the issues involved in these decisions and to offer suggestions for their resolution.

STEP 1

Establish a General Sense of What Needs to be Done

SPECIFY OVERALL PURPOSE AND DESIGN OF PROGRAM

The first task in the planning process consists of answering a series of questions on a general level. Persons to be involved in the program must have some idea of what they are committing themselves to before details are fully spelled out in Steps 2, 3 and 4.

What is the purpose of the program? The statement of general purpose describes briefly what the program aims to address and accomplish. It makes explicit, in general terms, who will be involved and what they will be expected to learn and do.

Why is the program being done? What needs or interests will it meet? The rationale for the program states why the program is needed, who identified the need, and why spending time and money on such a program is justifiable.

Who will be involved in the program? Included are planners, participants, and others. Planners are those individuals who take primary responsibility for designing and carrying out the program. They are the staff of the program; they manage the process and make final decisions. Participants are the persons for whom the program is designed. They are the trainees, the students who learn from the material presented. Other significant persons are those who are not directly responsible for planning or for attending the training sessions but who can provide a variety of useful perspectives on the training process. They include experts in training methods, content and techniques, as well as individuals who know the participants as supervisors, co-workers, or teachers.

What knowledge and skills will be taught? By what methods?

How will learning be measured?

What is expected of those involved in the program? Included are the time commitment (number of hours program will take, dates, times); cost to participants, salary for resource persons; where program will take place; what participants will be expected to do before, during and after sessions.

Having considered the overall purpose and design of the program, planners are ready to discuss educational and training issues, take note of practical limitations, and form an advisory group.

CLARIFY POSITIONS ON EDUCATIONAL AND TRAINING ISSUES

ROLE AND RESPONSIBILITIES OF PLANNERS

Planners must decide what their roles will be in developing the program. Their roles are heavily dependent on the nature of the program.

The program may be designed exclusively to define and meet the needs and interests of the participants. In this type of program participants are involved in all stages of the process. Objectives, content and methods are tailored to their needs. The planners' role would be to evoke participants' honest appraisal of their own strengths, weaknesses, and central needs. Planners would then design a program to meet those needs, constantly asking participants for feedback on whether they were in fact being met.

Alternately, planners may decide they have a special expertise in a certain area and it is that knowledge they wish to teach. They then would structure the curriculum without participant input.

Or planners may feel it is their job not only to meet the participants' needs but to train them to do more effectively what their supervisors or other significant persons expect them to do. In that case training would focus on imparting knowledge that experts in the field consider essential.

Planners must establish the relative importance of these different orientations early in the planning process.

TYPE OF KNOWLEDGE AND SKILLS TO BE TAUGHT, AND ANTICIPATED PROGRAM IMPACT

Depending on the orientation of the program and the planners' philosophy of learning, different types of knowledge and skills will be taught. Planners may believe that the only valid learning involves mastering specific techniques for the performance of clearly defined tasks. In that case the training program would emphasize the step-by-step mastery of practical techniques.

Or planners may place a reduced emphasis on imparting such concrete skills and place primary emphasis on helping participants acquire more general skills. This could involve teaching basic theories with an emphasis on applying them to the unique situations in which participants find themselves.

The relative weight attached to these different positions depends on what planners believe is a desirable balance of concrete, how-to skills, general knowledge, and personal insight.

TEACHING METHODS TO BE USED

The design of the program is influenced by planners' assumptions concerning what motivates people to learn, what moves them to develop new habits and complex skills, what stimulates increased self-awareness and sensitivity to others. If it is assumed that the participants are highly motivated, a program emphasizing flexibility and individualized learning may be preferred. However, if planners regard learning as a tedious or unpleasant task, they may structure the program with many check points to see if participants are paying attention and mastering the material. The teaching methods chosen will develop out of these assumptions.

HOW LEARNING WILL BE MEASURED

Planners must determine how they will know if participants have learned anything. Emphasis may be placed on objective performance or on subjective feedback. Proficiency gained in certain clearly specified skills is best measured through tests. Development of personal insight or basic understandings can be measured only by relying on the individual's testimony.

Each of these issues will be resolved in greater detail as the planning process progresses. A variety of positions can be taken, each with its strengths and weaknesses. The important question to resolve is not which position is best, but which position do the planners believe most honestly and accurately represents their expectations for training. The ease with which planners can move on to the next steps in the process depends on the extent to which they have worked out these basic issues and agreed upon a general statement of philosophy.

OUTLINE PRACTICAL LIMITATIONS THAT MUST BE CONSIDERED

BUDGET AND TIMETABLE

The budget and timetable settled on for the program will have implications for the size and salary of program staff, the caliber of resource persons to be utilized, the quality of physical arrangements, the amount of preparation, and the number of topics which can be dealt with in the sessions. The length of time allowed for the program and the cost to the participants will be determined by these considerations.

PLANNERS' KNOWLEDGE

The planners' practical knowledge, skills and creativity will determine the extent to which they can actualize their ideals. Planners need to be familiar with how to design, implement and assess programs; be aware of the problems and job realities of the target population; know where to find valuable resources for the program and be skillful in soliciting them. If planners have to develop this knowledge as they go along, many decisions will be made at the last minute in an uninformed manner. The result will be a poorer program.

DEMANDS AND EXPECTATIONS OF OTHER SIGNIFICANT PERSONS

Planners rarely develop a program without being constrained by the expectations of others. Planners operate within an agency or institutional framework which has general philosophical commitments and imposes certain restraints. Planners are accountable for funds from agencies who also have a philosophy and purposes of their own. Funds are allocated because these agencies believe the planners' efforts will be congruent with the agency's philosophy and purpose. Planners—with their own philosophical commitments—need to work out how they will address these various expectations.

DEVELOP AN ADVISORY GROUP

CONTACT KNOWLEDGEABLE INDIVIDUALS

Since any planners' philosophy, knowledge and skills are limited, it is beneficial to form a group of knowledgeable others who can supply input as to what is realistic and desirable. To be optimally effective an advisory committee must represent the crucial points of view impacting on the program. It should include persons speaking for the agencies and groups to which planners are accountable and for the target population, as well as experts in program development and assessment. They will be able to provide information that can significantly reduce the amount of trial and error. They can criticize the planners' ideal, suggest practical ways to make it real, and point to useful resources and techniques.

SET UP MECHANICS FOR GATHERING INFORMATION FROM ADVISERS

By arranging regular advisory committee meetings, calling special meetings if necessary, and telephoning when indicated, planners can clarify the rationale for their own decisions and give others a feeling of being part of the process. Wise use of an advisory group will increase support for the final program.

STEP 2

Select Participants and Determine Their Training Needs

DEVELOP A LIST OF PARTICIPANTS

The first question is: approximately how many participants would be desirable? This will depend on the size of the training staff, the budget, program expectations, and planners' preferences, e.g., working intensively with a small group or reaching a large group with less personal contact and involvement.

DEFINE CRITERIA FOR ELIGIBILITY

Criteria are needed to specify the characteristics of the target group: their jobs, their level of competency, their geographic location.

LOCATE ELIGIBLE PERSONS

Once the type of job, prerequisite knowledge, and location of participants are specified, planners can choose persons to invite. This could involve a survey within the specified region (nation, state, county, city) to locate individuals who meet the criteria. Planners could rely on existing lists of qualifying facilities and personnel. Planners also could contact the central agencies responsible for supervising, funding, or evaluating the target population and develop a list from these contacts.

After a list of potential participants is compiled it is necessary to verify their qualifications and check them against the criteria. The best way to verify qualifications is to talk to the individuals by telephone. In this initial contact planners are also communicating the overall purpose of the program and getting a feel for trainee needs and interests.

SELECT DESIRED NUMBER OF PARTICIPANTS

If the list is small and resources are available, everyone on the list can be invited. In most instances, however, only a limited number of the potential participants can be accommodated. Various strategies can be used to narrow the field of potential participants:

Choose a representative sample of the total group. This insures that the program will address the needs of the entire target population and not merely those of a special sub-group.

Invite those who will profit most from the training: persons with definite and pronounced needs which the program could meet, persons committed to remaining in a related job, persons showing interest in the program and eagerness to participate.

Rely on recommendations from individuals familiar with the candidates, seeking particularly those persons capable of sharing their learning with others.

Invite participants
Not everyone invited will be able to attend or wish to participate: 15-20 percent more than the number the program is designed for should be invited.

DETERMINE AREAS OF CRUCIAL NEED IN TARGET POPULATION

CONDUCT NEEDS ASSESSMENT

A needs assessment determines the exact nature of the training needs that exist and provides direction for program building and emphasis. Needs are assessed through (1) discussion with experts in the field; (2) interviews with, and self-report of, potential participants; (3) review of the pertinent literature; and (4) direct job analysis.

Consult experts. "Experts" are individuals in academic, government, members of the advisory network, and others involved with the target population. These individuals provide valuable information and opinion as to what critical areas the program should address. They also make planners aware of the varied perspectives and expectations participants encounter on the job.

Interview potential participants. The interview focuses on the participants' view of problematic areas as they see them. A personal interview between the planner and the potential participant, in the latter's work environment, is indispensable for (1) establishing rapport and providing an opportunity for the planner to express his training intent and (2) for the potential participant to express his needs and interests, and what he would like to see in the program.

Planners need to know about the roles participants play and the circumstances in which they work so that the participants' perspective will be represented in a program that is relevant. Participants involved in program planning will feel there is something in the program for them. Major topical areas in the program should reflect major areas of activity and concern brought out in these interviews. Interviews also provide an opportunity for participants to meet the planning staff, thus initiating a personal relationship prior to the large and potentially inhibiting environment of the actual program.

Review literature. For many target populations there is a body of literature which specifies their needs, problems, or concerns. Previous needs assessments, job performance studies, and theoretical discussions of the special problems of the group provide valuable supplementary material.

Conduct job analysis. Perspectives gained by the above means may be supplemented by direct job analysis. Job analysis is the process of directly assessing an individual's needs by analyzing his performance; its function is to specify responsibilities and tasks. It includes: "(1) a clear specification of the participant's job description, i.e. the tasks he is responsible to perform; (2) a description of the conditions surrounding the job that influence its successful performance; (3) the identification of the skills, knowledge and abilities required for this performance; (4) the determination of acceptable standards for the performance of the job."[1]

[1] Tracey, William R., **Designing Training and Development Systems**, American Management Association, New York 1971, p. 49

The job analyst, like the interviewer, goes to the participant's place of work, but rather than just asking about job descriptions and conditions, the analyst observes and assesses performance directly. The analyst must have sufficient knowledge of the job to assess performance. Various approaches can be taken, including interviewing, accompanying the participant as he performs his daily duties, asking fellow workers about the participant's performance, log keeping, responding to critical and hypothetical incidents, and others.

For programs involving many participants, job analysis is costly and time consuming. However, it is the preferred mode of assessing training or educational needs; it reflects the importance of planning based on participants' on-the-job reality. Planners risk missing real training needs if they do not have a comprehensive and accurate picture of the current and the desired levels of performance.

PRIORITIZE EXPRESSED NEEDS

List and sort out needs expressed by each source. A variety of needs and interests will emerge from a needs assessment, not all of which can be explicitly addressed by the program. Decisions must be made as to which areas have the highest priority. The process is a democratic one. Central concerns expressed by each person are listed. Those that appear with the greatest frequency are given highest priority and become the critical areas to deal with. Planners, however, must also consider which areas can best be addressed in a formal training program, which are most likely to be retained and useful in the long run, and which are most feasible, given the resources available.

Develop a rank order of needs to be met. Once these decisions have been made, a list of central needs is compiled to serve as a basis for formulating objectives.

STEP 3

Write Program Goals and Objectives

STEP 3 is the process of selecting and defining the specific tasks and responsibilities for which participants will be held accountable. It is a deductive process in which planners translate the general purpose of the program into more and more specific commitments to perform a sequence of detailed activities. The progression is from purpose to goals to objectives.

The statement of purpose summarizes in one or two sentences the overall aim of the program and the general impact it is expected to have on participants. Goals specify the major areas the program will address. Objectives describe explicitly the results to be achieved. As each choice is made, the nature of the program becomes more concrete. Only a few goals, derived from the statement of purpose, will be selected from the many that could be generated. Similarly, only a small portion (the best, it is hoped) of all possible objectives will be selected from the many that could be derived from the chosen goals.

APPLY CRITERIA FOR SELECTING GOALS AND OBJECTIVES

The following questions are useful in guiding planners' selection of goals and objectives to be addressed.

- **What is most relevant to the participants?** Specify the knowledge and skills the participants are most motivated to acquire, i.e., most interested in learning.

- **What is most commonly needed?** Specify the knowledge and skills that will be applicable in the most job situations of the target population, i.e., those that would be most frequently used by the participants.

- **What is the most difficult?** Specify the knowledge and skills the participants most need assistance in acquiring. Include material they would be least likely to acquire on the job.

- **What is most likely to be retained and useful?** Specify the knowledge and skills sufficiently coherent and applicable to be retained by the participants. Determine the information that will be most usable on the job for an extended period of time.

- **What is feasible?** Specify the knowledge and skills that can be addressed and imparted, given the limits of resources, i.e., that which it is realistic to try to teach.

In determining which needs to try to meet, which goals to aim for, and which objectives to set, the skills and knowledge rated highest on all these criteria are preferable.

DETERMINE AND WRITE GOALS

Goals translate the overall purpose of the program into more specific terms. At STEP 3, guided by the results of the needs assessment, planners have already defined and prioritized the areas of critical importance to the participants. After applying the above criteria to these central concerns, planners select the general areas to be covered in the program and write a goals statement.

To illustrate: suppose the overall purpose of a program is "to increase the competency of the target population." If participants indicated in the needs assessment that a major source of difficulty is poor written and verbal communication on the job, planners probably would investigate the feasibility of conducting a communications workshop. A goal of such a program would be "to provide participants with more adequate communication skills."

FORMULATE AND WRITE OBJECTIVES

Formulating a set of clear objectives is the most difficult and crucial step in program development. According to Chabotar, objectives are a "series of specific statements which describe the results to be achieved, when and by whom, in order for a goal to be accomplished; objectives are quantifiable and/or observable achievements which can be measured within a given time and under specified conditions."[2]

Each major area included in the goals statement is translated into specific objectives or outcome statements. To illustrate, an objective related to the goal of increasing communication skills could be: "By January 1, 1977, 90 percent of the participants will be able to complete a definite written report in accordance with certain specified standards."

DIFFERENTIATE BETWEEN END-RESULT AND PROCESS OBJECTIVES

Objectives are of two kinds. Either they focus on what the participants are to learn, or on the process by which they will learn.

End-result objectives specify the impact of the program on participants' performance. Process objectives state the means by which the end-result objectives are to be realized. It is important to differentiate between these two kinds of objectives.

End-result objectives state the activities the participants will be able to perform upon completion of part or all of the program. In contrast, process objectives describe the activities the instructors and participants will engage in during the program. They specify the content to be presented; they are secondary; their successful accomplishment does not guarantee that the program has had the expected impact.

APPLY CRITERIA FOR WELL DEVELOPED OBJECTIVES

Well developed end-result objectives meet the following criteria:

- **Specify outcomes** (knowledge, skills and attitudes participants will gain). It is essential to specify what the learner is expected to have mastered by the completion of the entire program and at the end of various units so that (1) contents and methods chosen will contribute to the desired outcome; (2)

[2]Chabotar, Kent J., and Lad, Lawrence J., Evaluation Guidelines For Training Programs, State of Michigan, Donald J. Willis Project Director, 1974, p 37

instructors and outside resource persons have a clear idea of where the program is headed.

- **Derive from the overall purpose(s) of the program the specific tasks and responsibilities participants are expected to undertake.** The successful accomplishment of the most general purpose depends on the execution of a series of actions: objective setting is an attempt to anticipate specific actions necessary to the accomplishment of program goals.

- **Provide consistency and integration among the diverse elements of the program** so that the various aspects of the program relate meaningfully and efficiently to one another. End-result objectives serve as a basis for effective communication, provide a common reference frame, and aid in the formulation of priorities. For persons interested in the program they provide a clear written statement of intent. As planners develop this statement they have an opportunity to work out their differences and arrive at firm, shared commitments. The more clearly objectives are stated, the more likely the program is to succeed.

- **Establish a basis for evaluation** in such a way that all parties understand what will be evaluated. Planners thus avoid being judged on criteria that were not considered important; those conducting the evaluation have a ready-made basis for assessment. Clear, detailed objectives also enable everyone involved to determine what sort of progress is being made in the course of the program.

CONSIDER MERITS OF PRECISE VERSUS OPEN-ENDED OBJECTIVES

Commitment to specific written objectives requires planners to be confident that they have accurately assessed in sufficient detail (1) the needs to be met; (2) the specific activities required to meet them; and (3) the attitudes and behavior that will indicate the degree to which participants have mastered the material presented.

If objectives are vague or too general, little agreement or clarity as to the details of the program can be achieved. Participants will have little understanding of the rationale for the program content or the knowledge and skills they will be mastering. Alternately, if objectives are too precise and rigid, the program may meet its objectives but fail to provide the skills and knowledge that would most enhance the performance of participants.

The degree to which end-result objectives can be specifically defined will depend on the planners' focus and their knowledge of the field. Practical limitations on the extent to which needs can be assessed and experts consulted, the newness of the field, and planners' unfamiliarity with the tasks and responsibilities of the participants may make it inadvisable to formulate highly specific objectives. If the planners lack the necessary knowledge base or if the program must be designed quickly, more general open-ended objectives are advisable. Likewise, if planners desire a program which is flexible and responsive to the immediate concerns of the participants, objectives will be less precise. They will specify general activities but leave the details to be determined by immediate circumstances.

If the participants have similar job responsibilities, educational and vocational backgrounds, and expressed needs, it is easier to formulate precise uniform objectives than if the group is diverse.

Regardless of the factors that make it difficult to write precise end-result objectives, the attempt to specify in advance exactly what participants will learn from the program is necessary. The more definitive the objectives the greater the likelihood that the program will function smoothly and effectively.

STEP 4

Develop the Means to Realize the Objectives

Once a set of end-result objectives has been established, the means by which the objectives are to be realized can be spelled out. Just as each goal is translated into many objectives, most objectives are carried out by a number of means.

The formation of a curriculum committee increases the probability that the best means of reaching objectives will be chosen. Persons who know the needs, background and current knowledge of the participants should be included, as well as persons familiar with the fine points of curriculum design, the content to be taught, and the educational resources in the community and academia. The use of such a group helps to avoid trial and error and reduces the background research planners would otherwise have to engage in. Resource persons for the curriculum committee can be drawn from a variety of agencies and institutions involved with the target population; educators, participants' supervisors and participants themselves may be included.

SELECT CONTENT

Program content is shaped by the end-result objectives. These objectives are geared toward enabling participants to solve abstract problems, memorize facts, acquire human relations skills, or learn the physical and mental techniques needed to perform concrete tasks. Planners must determine the facts, concepts and principles involved. A detailed outline of the relevant material for each objective is then prepared. Determining participants' prior knowledge of the subject matter avoids presenting material they already know, or expecting them to learn complicated material without the necessary background.

ARRANGE MATERIAL IN BEST ORDER FOR LEARNING

Once relevant material has been determined for each objective, the order of its presentation must be decided. The material should be arranged so that it balances and builds on previous learning and sustains interest. It is essential that the order in which material is introduced makes sense to the participants, that it flow smoothly without gaps, and that important points be stated clearly without undue repetition. Easily learned basic facts and skills, including key concepts and the practical application of these concepts, should be presented first. Time must be allowed for questions and review. Interest is sustained if the material can be linked to participants' major concerns or problems. Materials related to different objectives can be interwoven to provide variety.

SELECT TEACHING METHODS TO BE USED

Once the content has been determined and the order settled, methods for presenting the material are developed. Methods vary according to the nature of the information to be learned and the role the participants will assume in learning.

Subject matter may be taught in one-way presentations (lectures, symposiums, films, panels, debates) or in participating methods (discussion and problem solving groups, buzz or brain-storming sessions, role playing). In the former method participants listen, watch, and take notes. The presentation is predetermined in detail and is little affected by who happens to be in the audience. In the latter method participants are involved. They bring up material from their experience. Problems and solutions are found collectively. The interests and concerns of participants direct the course of discussion. Most lectures, discussion groups and demonstrations emphasize cognitive learning, while T-groups, role playing and other participating methods stress sensitivity and self insight.

Hedley Dimock in "How to Plan Staff Training Programs" develops a chart to show the type of method best suited to various goals.[3]

TRAINING GOAL	RELATED TRAINING ACTIVITIES
Knowledge and understanding (Facts and information based on experience and research; generalizations or theory to facilitate application of learning.)	Lectures, panels, reports Reading and discussion of reading Films, video tape recording Group discussions, theory building exercises, and application tests.
Sensitivity (Awareness of and empathy with other people's feelings, perceptions, and attitudes.)	Case Studies. T-groups. Role playing and role reversal. Group discussions. Laboratory methods.
Self-Insight (Increasing self-awareness, understanding of own behavior, and assessment of personal strengths and weaknesses.)	Personal feedback such as in sensitivity training (T-groups), video or sound recordings Role playing and psychodrama Psychological tests, personal counseling.
Attitudes (Modifying biases and prejudices, freeing one's potential by reducing fears and other personal blocks.)	Philosophical and personal discussions. T-groups or laboratory methods. Case method. Role playing and role reversal. Field experiences and intergroup activities; Films

[3]Dimock, Hedley G., "How to Plan Staff Training Programs" Sir George Williams University, Montreal, 1973, p. 12

Skills (Learning new ways of behaving and implementing understandings; technical skills related to job developed through practice.)	Skill training exercises. Practice experiences. Role playing. Demonstrations. Drill. Supervised practice.

Each of these methods has its advantages and disadvantages, depending on many considerations. Some of the variables which influence the selection of teaching methods are:

What suits the objectives best?

What suits the specific content best? Is known information being reviewed, is inspiration being provided, are specific how-tos being developed, etc.?

What type of input and involvement of participants is desired? Is the group too large for small group work?

Which methods are most feasible? Limits on the facilities, available aids, time and knowledge of resource persons, make the use of certain methods mandatory.

Is there a good balance between methods, given the program as a whole? Is variety provided, a chance to sit back and assimilate, to participate, to learn concrete techniques, to be inspired?

MAKE PHYSICAL ARRANGEMENTS

Once the content, order and methods of presentation are determined, planners can decide the exact timing and location of program activities. Major considerations revolve around keeping participants alert, eager, comfortable, and learning. Inadequate lighting or ventilation; unsatisfying meals, too long drawn out sessions; lack of variety in teaching methods, too many or too few breaks; poor sleeping conditions, and many other factors can negatively affect learning.

When all details are settled a schedule must be prepared to acquaint everyone with the flow of the program. The following should be resolved prior to scheduling:

Assignment of roles and responsibilities in leadership and material arrangements: responsibility for introducing speeches; for insuring the availability of rooms, meals and training aids, for trouble shooting.

Changes of pace and rhythm so that participants do not get bogged down in the same level of concentration.

Variety in teaching methods, instruction and meeting rooms to provide novelty.

Continuity and cohesion in the program to assure some carry-over from one session to the next and to supply the order of a pre-planned routine.

Physical arrangements that minimize distractions and are conducive to participation and learning: adequate seating, refreshments, smoking arrangements, sleeping rooms, options for places to go in free time.

WRITE PROGRAM DOCUMENTS

Program documents may include written program plans, brochures, schedules and reports. They cover all phases of program development and provide a clear statement of the foci and flow of the program. Program plans state:

- title of session and length of time allotted for the session, including time for breaks and the estimated length of the various components (presentations, question and answer periods, small group discussions, etc.)
- location of session and participants in each group (also resource persons)
- supplies and equipment needed for the session (audio-visual devices, blackboards, notebooks and other materials)
- prerequisite activities (home work, reading or other assignments, reference material)
- purpose and objectives to be realized in the session
- instructional methods to be used
- explanation of subject matter with an abstract of key contentive points to be made, e.g., an outline of the lecture, crucial issues for resolution in discussion, specification of techniques to be imparted to or performed by the participants during the session.
- the means of evaluation and how it will be employed during the session.

Clearly written program plans completed and available prior to the sessions insure that those involved will have a clear idea of what each session aims to accomplish, what is expected of them, what they will be exposed to, and what participants will know after the session is completed. Success or failure of the sessions can be gauged relative to the program plans. They provide a reference point for corrective action.

MAINTAIN CONTACT WITH PARTICIPANTS

Program documents provide an important means of keeping participants posted on program development. Unless contact is maintained and major decisions are communicated to participants, they will come to the training sessions with unrealistic expectations and without a clear idea of their responsibilities.

22

SELECT RESOURCE PERSONS AND INSTRUCTORS

Well formulated program plans are indispensable in selecting instructors and resource persons. These plans make explicit the nature and complexity of the content and the instructional method to be employed in each session, if the program is to accomplish its objectives. Because content and methods are specified, potential instructors and planners have a basis for deciding if their collaboration would be fruitful.

An instructor or resource person is selected on the basis of his expertise and his ability to teach. A resume of past teaching experience and the recommendations of persons who have heard him tell planners what the instructor can provide. Ideally he should be familiar with the jobs participants perform and the critical problems in those jobs. The instructor's ability to arouse and hold interest and keep participants involved should also be weighed.

Instructors may be drawn from a variety of sources such as the participating group itself, the planners, academia, and professional fields close to those of the participants. Selecting instructors from each of these areas has advantages and limitations. A participant instructor will be familiar with the other participants; however, fulfilling the role of both co-learner and instructor is difficult unless all participants are given the opportunity and this is clarified beforehand. Planners run the risk of being unable to break out of their role as coordinators. Outside resources can play the role of experts more easily, but they may be out of touch with both the program and the job reality of the participants. Clear lesson plans, personal contacts, and last minute briefings minimize risks.

STEP 5

Design Evaluation

Effective evaluation accomplishes two purposes: (1) it determines the extent to which end-result objectives are realized, and (2) it provides a channel for participants to modify the program during the course of training. End-result objectives specify the details of what the participants will know and be able to do upon completion of the program.

LIST MAJOR OBJECTIVES TO BE EVALUATED, DEFINE MEASUREMENT STANDARDS

The standards that reflect the attainment of end-result objectives must be firmly established prior to conduct of the program. They must be exact and specific. Unless these standards are defined in advance, evaluation measures will be vague, general, and open to a variety of interpretations. The validity and reliability of the conclusions also will be open to question. If objectives and standards are not specific, participants, planners and others will be unclear as to what is expected and will be unable to measure performance.

Evaluation also needs to provide a channel for ongoing feedback through which participants may modify the content or request new material in the course of their training.

End-result objectives formulated early in the design of the program represent the planners' "best guess" as to what major skills and knowledge should be imparted. Ongoing feedback tells whether this best guess is indeed best. These two purposes of evaluation may appear to be in conflict, but both need to be realized for program effectiveness. Planners do need to commit themselves to certain specific outcomes (end-result objectives), but opportunity for revisions of the program must also be provided. There may be tension between these purposes but planners do need to design evaluation to measure and modify the objectives.

Evaluation, then, serves as a dialogue between participants and planners. Planners ask participants to demonstrate what they are learning through performance measures; participants let planners know if their needs are being met, if the objectives are the best, if the flow and focus of the program is satisfactory, and if they have suggestions for modifications. Some responsiveness is sacrificed for rigor in realizing predetermined objectives; some invalidity is risked in letting the program be flexible. Assessing appropriateness and effectiveness (evaluation) requires focus on all aspects of the program: content, sequencing, instructional methods, environment, schedule, and achievement of end-result objectives.

CHOOSE MOST SUITABLE EVALUATION METHODS

LIST THE VARIOUS METHODS

Various approaches can be used to measure the extent to which objectives have been accomplished and to get feedback from the participants:

Interviews—In a private face-to-face interaction the evaluator questions the participant concerning what he has learned from the program. This method develops rapport and permits in depth exploration of the participant's experience. However, it is a time consuming and expensive method, and the participant may try to give a false impression.

Questionnaires—The participant is asked to comment on and rate various aspects of the program. Questionnaires give participants an opportunity to provide commentary without being identified. They cost less than interviews, but often individuals fail to return the questionnaire or to put enough effort into answering it to report honestly and in detail. If the questionnaire has not been well designed, important information may be missed.

Tests—Tests measure the participant's mastery of the facts, concepts and skills the program sought to impart. The participant answers questions or performs a skill and is rated on the extent to which he has learned the material. Tests avoid the subjective bias of interviews and questionnaires, are easy to administer, and often are readily available in standardized form. However, they may measure only a small portion of what was really learned.

Observation—In observation, the behavior of the participant is appraised to assess changes due to program experiences. Trained observers watch his performance on certain tasks and record statements or actions that indicate learning. While this measure is direct, the observers may miss critical performances. Observation is expensive and time consuming as a formal evaluative tool.

Expert Opinion—Persons knowledgeable in the areas the training program seeks to address are asked to rate the change in the participant's performance. (e. g., supervisors can indicate whether the participant can perform his tasks more efficiently and effectively.) It is often difficult to locate experts or to be sure they will evaluate participants on the appropriate material.

Job-Related Materials—Written records routinely kept with regard to the participant's job are analyzed to see if improvement has occurred. Periodic employee appraisals, reports, and other material give clues to the impact of the program. Often this material is influenced by a variety of factors and therefore it is difficult to attribute changes to the program.

Informal Feedback—Informal feedback is the variety of unofficial behaviors that indicate if participants are learning anything. Off-the-record comments of participants give planners another perspective on the effects of the program. Much of this information can be inaccurate or irrelevant.

DEFINE STRENGTHS AND WEAKNESSES OF METHODS

The methods described above may be used singly or may be combined in developing evaluative instruments. The major consideration in choosing evaluative methods is their validity, the measure of their accuracy. The greater the validity, the more likely it is that the information received from a certain source honestly states what has occurred. If a participant answering a questionnaire says he has thoroughly mastered a content area, his response is valid if he actually has mastered it. A test is valid if it measures knowledge of the entire area it purports to cover.

In both interviews and questionnaires participants are asked to assess their own experience. If these are the only evaluative methods used there is the danger that the conclusions arrived at concerning the effectiveness of the program will be invalidated by the biases inherent in self-report methods. Participants certainly are aware of the program's effect on them. However, they may be less than objective in their assessment of the program's impact. They may regard a program that was enjoyable and left them feeling competent, refreshed and energetic as having imparted much valuable information, whereas a program that required greater effort may be seen as negative even though they learned a considerable amount. Self-evaluations also are prone to the distortions of impression management. Participants may desire to "please" the planners and give them a favorable evaluation; political considerations may make it advisable to praise or to criticize the program, regardless of what was learned.

In tests and on-the-job performance the entire learning experience is measured and evaluated by a participant's performance on a few sample items or on limited selected procedures. The validity of drawing general conclusions about the quality and amount of learning based on these selected samples is questionable. Not only may the items be biased but other variables such as the participant's motivation and concentration at the time of the test may invalidate conclusions drawn therefrom.

Expert opinion is limited by the motivations and biases of the expert at the time of the assessment. Personality variables inevitably affect judgment in both the expert opinion and the observation methods.

A variety of factors can make a measure invalid. During the time the program is taking place, especially if it is extended over time, various critical events may occur in the job situation that induce new learning or change performance demands. Change often occurs without formal education. Participants may drop out of the program. They may be familiar with or intimidated by tests. These variables need to be considered in developing a sound evaluation.

Each measure has its strengths and limitations. In selecting an evaluation design planners must determine what measures they will put their trust in, and how they will assure the accuracy of those measures.

SELECT THE BEST METHOD OR COMBINATION OF METHODS

In addition to considering the validity of a method, the following criteria are useful in selecting evaluation methods:

Nature of objectives. To what extent do the end-result objectives specify in measurable terms what the participant is to perform upon completion of the program (or sub-units)? The more precise the objectives the more usable are tests and observation.

Nature of content and methods. If participants are called on to assimilate facts and to perform explicit and concrete skills, tests can be formulated to measure their accomplishments. If self-insight and sensitivity are emphasized, self-report measures will be the dominant evaluative approach.

Limitations on time, money and staff. Limited resources for evaluation will restrict the thoroughness with which evaluation can be conducted. The time and training required to construct and validate tests, to assess skill level before and after the program, and to control for all threats to validity may prohibit a highly objective evaluation. Constructing open-ended questionnaires requires the least time and sophistication, while the more elaborate objective designs require a large staff, carefully validated instruments, and a large amount of time.

Planner/participant roles and evaluative climate. If planners seek to develop an atmosphere of trust and openness and serve as facilitators, and if the program is designed to meet participants' needs and be responsive, opinions and self-report of the participants must be the primary evaluative mode. Concealed observation, rigorous testing and grading, and skepticism as to participants' ability to assess their own learning do not contribute to this kind of climate.

DESIGN OR FIND EVALUATIVE INSTRUMENTS

Evaluative instruments should provide the opportunity for participants to demonstrate what they know, to comment on the quality of the program, to spell out the extent to which their needs were or are being met, and to suggest improvements. Thus the best instruments incorporate two types of questions. One section is devoted to testing. Multiple choice questions, essays, and/or opportunities to perform new skills reflect participants' mastery of the material presented. The other is a self-report section. Interviews or questionnaires give participants an opportunity to criticize or to praise aspects of their experience and to suggest modifications.

For both sections, written or recorded material must be obtained so that planners have something concrete to refer to in making their assessment. Clear instructions must be provided and time must be allotted in the schedule for the distribution, filling out and collection of the evaluative instruments.

Time should be set aside for explanation of the importance of the evaluation and the uses to which the information will be put. The results should be made available to the participants so that they can assess their own progress and be aware of the changes made in the program in response to their wishes.

STEP 6

Conduct the Program

If the various preliminary steps in planning and programming have been carried out, planners, resource persons, participants, and those supplying the meeting rooms and meals should have identical expectations of what is to occur at precisely what time.

The program design, formalized in program documents and specified in informal briefings to the various involved parties, functions as an automatic pilot leading to the realization of the objectives. However, unforeseen events may require adjustments to prevent or compensate for failure of various aspects of the program design. Participants or speakers may arrive late or be absent, equipment may be faulty, a session may fail to cover the desired information, participants may not pay attention.

KEEP PROGRAM ON COURSE

Planners continually assess the extent to which the program is on course and make the necessary adjustments to insure the maximum realization of objectives. Planners' goals are (1) to keep participants interested and involved in mastering the knowledge and skills presented and (2) to insure that the sessions cover the necessary and sufficient content for objectives to be achieved.

FULFILL PLANNERS' RESPONSIBILITIES

To realize these two goals, planners must assume a variety of responsibilities, depending on the area in which the program deviates most from the desired events.

INSURE THAT CONTENT IS COVERED

Instructors and resource persons may fail to present the desired content in an assimilable manner. While careful screening of instructors, including rehearsal of the presentation and last minute briefings, increases the probability that the necessary information will be covered, the presentations may fail to impart the target skills and knowledge. The instructor may fail to develop rapport, stimulate interest, or tie the information in to participants' real concerns. Presenters may get nervous or get side-tracked on material they feel more comfortable with; they may use poor teaching methods, cover too much too quickly, or remain at the too basic level.

Since planners are aware of both the material to be covered and the special concerns and background of the participants, they serve an invaluable function in supplementing the presentations through summaries, small group discussions, asking questions of the presenter which bring the information into the range of participants' practical concerns. Planners perform these functions as moderators for the presenters, introducing and summarizing the information and tying it into the flow of the program. More informally, planners circulate during the breaks, emphasizing points, answering questions, and assessing what has been learned. Planners also serve as intermediaries, prompting presenters and representing participants' points of view.

OVERSEE PHYSICAL ARRANGEMENTS

In even the best planned program various circumstances may arise that hinder learning. Equipment may fail. Problems of heating, ventilation, lighting, noise, unavailability of meeting rooms and the like, may require action. In order to insure adequacy of physical arrangements, planners need to be aware of where standby equipment is located and who is responsible for maintaining optimal environmental conditions. In this area the planner serves the function of manager, making sure the right people and the right material are at the right place at the right time.

MAINTAIN PARTICIPANT INTEREST AND INVOLVEMENT

A major task of the planners during program implementation is maintaining the interest and involvement of the participants. Any presentation will be more or less relevant to the various participants. Some will "know it all" and get bored; others will be overwhelmed with new information. Competent planners function to supply the necessary background information to the latter and move into more complex issues with the former. Much of this activity is informal, occurring during meals, breaks, and free time.

Planners perform a vital personal and interpersonal function by getting those with mutual interests together, showing special concern to those who are left out, and supplying relevant supplementary information to those who come to the sessions to learn much that is not on the agenda. Especially in the initial sessions, planners set the tone of the program and influence participants' expectations of their role and importance in the group. Unless someone performs this function some participants will fade out, lose interest, and feel that the program is dominated by others' interests.

MANAGE THE PROCESS

Planners provide previews, closure and continuity to the program. They introduce the program, make objectives explicit, and review the schedule of activities with the participants, emphasizing the time and location of the sessions. At the beginning of each unit planners orient the participants as to what they will be learning; at the end they provide a wrap-up of important points. In addition planners bring to the participants the results of ongoing evaluation and continually remind them of where they've been, where they're going, and how these activities are designed to meet the objectives.

Throughout the implementation of the program, planners wrestle with the dilemma of how to intervene to cover the desired material, to maintain interest, and to clarify important points without creating disruptions. The types of modification considered desirable will depend on the extent to which planners feel committed to carrying through with the program as it was developed on paper.

STEP 7

Assess Program Effectiveness

COMPILE DATA FROM EVALUATION INSTRUMENTS

Assessment is the process of pulling together diverse information on the impact of the program in order to develop statements of the program's effectiveness. The information will come from formal evaluative instruments, observations of participants' interests and performance, and informal comments and actions. Assessment taps both objective and subjective information; conclusions drawn must be based on both kinds of information. An outside evaluator can be helpful in the assessment function.

PREPARE IMPACT STATEMENT

An impact statement describes in writing the extent to which the objectives were reached and assesses the various components of the program. The statement includes a summary of (1) the program's impact and (2) the strengths and weaknesses of the training process.

IMPACT MEASURED BY OBJECTIVE DATA

The end-result objectives are listed. The tests and performance tasks designed to measure the extent to which these objectives were realized are gathered. The individual results from each of these tests are summarized and compared to the expected performance level. A statement is made for each participant concerning the degree of mastery of the material. From this series of individual statements a general conclusion is prepared concerning the percentage of participants who achieved each end-result objective.

IMPACT MEASURED BY SUBJECTIVE DATA

The material from self-report questionnaires, interviews and informal feedback is collected. The participants' comments on the usefulness and practical applications of the material they were exposed to are summarized. Their commentary on the needs and interests which were not addressed is converted into a series of statements on the limitations of the program.

STRENGTHS AND WEAKNESSES OF TRAINING PROCESS

From the self-report questionnaires and interviews, information is gathered concerning the interest and relevance of the content, the effectiveness of the order in which the material was presented, teaching methods, instructors, the suitability of physical arrangements, and the value of the tasks performed and the written material distributed. Participants' comments are gathered under these headings and an assessment of the strengths and weaknesses of each of these components is prepared. Recommendations for improving the training process are developed.

30

FINALIZE ASSESSMENT

In developing the assessment provision should be made for both immediate and follow-up evaluations of the attainment of objectives, the usefulness of the content, teaching methods and instructors. An intense, grueling session in which participants are forced to go beyond a comfortable pace of learning to acquire new skills may be immediately evaluated as frustrating and negative. After a period of time it may be apparent that substantial learning occurred as a result of such a session.

Once the impact statement is prepared, planners ask participants to read it and comment on its accuracy. This step provides participants with feedback on their experiences and solicits their comments after some time has passed. Participants' responses are then summarized as a general commentary on the overall effectiveness of the program.

Planning, developing, implementing and evaluating training is a creative effort for the planners. Sometimes planners lose track of the creative aspects of their work. The exercise of preparing an impact statement does much to bring planners back to that perspective (should they have strayed from it) and to refuel them to try yet another time, with still another group, around a still to be determined set of objectives (end-result, of course) in the practice of their peculiar art form.

PART TWO

The Community Corrections Project: An Example of the Training Process in Practice

Part II is a documentation of Part I; it is a concrete example of how The Training Process was applied in developing, conducting and evaluating the Community Corrections Training Program. Each of the seven steps in Part I is addressed in Part II. The totality of a training program, whether it be in corrections or in some other field, requires attention to these steps in the process. As stated in the introduction to this monograph, it is the training process that is replicable rather than the program itself. No program can be replicated because the planners, resources, trainees, training needs, time and place are never the same.

It is hoped that planners of other training programs will benefit from knowing how planners of the Community Corrections Training Program dealt with some of the critical issues encountered in working out The Process described in Part I. Some of the relevant materials developed in connection with the various steps in the process are included in the appendix.

STEP 1

Establish a General Sense of What Needs to be Done

SPECIFY OVERALL PURPOSE AND DESIGN OF PROGRAM

In January, 1975, the Center for Youth Development and Research at the University of Minnesota (CYDR) was awarded a grant by the National Institute of Corrections (NIC) to train selected administrators of residential community corrections facilities in a five-state area. Negotiations began in May, 1973, with a letter of invitation from NIC to the CYDR to submit a proposal for training administrators of such facilities. The length of time from initial invitation to grant award—approximately one and one-half years—may seem excessive. However, as is the case with many proposal developments, no one person or group of persons was involved anywhere near full time in working upon the request. Furthermore the NIC, because of its then less than clear relationship to the Law Enforcement Assistance Administration (LEAA), the ultimate funding source, was not able to negotiate the details of the proposal alone. LEAA had a system of staff review; NIC had staff and advisory committee review. Each agency had its own criteria; they were not always the same. The Project Director was required to adapt the proposal to both sets of criteria. Lastly, due to the local and regional character of the proposal, administrative clearances at a number of levels were required.

In writing and revising the proposal the Project Director had to work through many of the critical issues and come to certain decisions concerning the steps of program development. When the project staff finally was hired they were insufficiently briefed on the constraints and commitments inherent in the proposal. This deficiency was due to the length of time it took to get the grant, the complexity of the negotiations, and incomplete documentation. The proposal had to be redrafted many times. The reasons for the changes and the details of discussions between the Project Director and the funding agencies were not adequately clarified to staff. As a result they did not, at first, understand the focus of the program.

The final grant proposal provided for a four-person staff (a one-quarter time Project Director, a full time Training Coordinator, a one-half time staff assistant and a full time secretary) to design, implement and assess a 14-day residential training program spread over a six-month period of time for selected administrators of community corrections residential facilities in a five-state area.

The trainees were expected to attend five residential sessions, to train others as they had been trained, and to complete all other assignments that might be required in the course of training. Those paying a nominal registration fee would receive six credits through the Continuing Education and Extension Division, University of Minnesota.

The overall purpose of the training was: to enlarge and enhance administrators' job understandings and performance and to train administrators to train others.

CLARIFY POSITIONS ON EDUCATIONAL AND TRAINING ISSUES

Planners on the Community Corrections Project reflected both the behaviorist and the humanist approaches to education. Though they may not themselves have labeled their positions, their differences came to the surface in any discussion. These differences in orientation permeated every step in The Process.

Major differences centered on the relative importance of imparting specifically defined how-to skills and providing more general discussions of theory and practice. These divergent views did not prevent general agreement, however, on the need for participant involvement in program development and on the need for basic knowledge with some concern for selected skill training. In fact the staff's orientational differences sharpened and stimulated the entire program development process.

The following statement of philosophy was prepared, agreed upon by staff members, and distributed to participants prior to the first training session. The statement reflects a humanist orientation in its respect for the integrity of participants and its concern for methods consistent with that orientation.

> The Center for Youth Development and Research has often been asked about the philosophy underscoring its education/training programs at the undergraduate, graduate, continuing education, or in-service levels.
>
> "What is the Center's approach to education for work with people?"
>
> This is a fair question—an important question—for anyone to raise, particularly at the outset of participation in a Center program.
>
> In response, four interrelated basic commitments should be noted:
>
> 1. Every aspect of a Center education/training program seeks to support the integrity and uniqueness that belongs to each person; to enhance and protect the individual worth and dignity of self and others.
>
> 2. The Center subscribes to and promotes a developmental view of people. This view encourages a focus on and respect for individual capabilities and needs within the ages and stages of the life cycle. An individual developmental orientation also encourages an awareness of the need for alternative approaches for dynamic work with people.
>
> 3. As a consequence, the Center has no pat answers or formula. Each situation deserves its own consideration based on the most relevant knowledge, insights and skills from a number of disciplines and professions and with active concern for ethics in practice.
>
> 4. The Center subscribes to and promotes an interdisciplinary and interprofessional approach to work with people. Education/training to be most meaningful must involve a continuing dialogue between practitioners and relevant theoreticians; an integration of knowledge from experience and knowledge from research.
>
> Major issues with which you are confronted in your practice will be raised for discussion. We will explore with one another and with invited resource persons what is known from practice and research about such issues (and about some we may find there is little known and new knowledge is needed).
>
> Through this process we seek to become more aware of the depths and complexities regarding the nature and resolution of critical issues. The intent is not to be overwhelmed but to move to systematic study, further discovery, and ultimately to contribute to new knowledge for ourselves and others.
>
> Education is a continuing process to which we bring and from which we take away new insights, skills and knowledge. Your active participation is basic to this training program. We welcome, with anticipation, all of what we will learn and experience together, now and for our continuing growth and development.

OUTLINE PRACTICAL LIMITATIONS THAT MUST BE CONSIDERED

The single most important practical constraint was the grant proposal itself. The grant represented expectations of various relevant sources (i.e. the Center, the University of Minnesota, the Governor's Crime Commission, LEAA). Limitations on time, budget, length of training, who was to be trained, where, etc. were indicated in the grant. Some aspects were spelled out in great detail; a fair degree of latitude was allowed for others.

The least recognized practical constraints were related to staff limitations and strengths. A certain portion of planning time was spent by the staff in learning skills needed to plan and conduct such a training program. The combination of staff and grant restraints was the most difficult to handle; e.g., the lack of funds in the grant to support the evaluation of the program placed a distinct burden on the small staff because no one on the staff was particularly skilled, at the time, in evaluation. This put undue pressure on the person responsible for evaluation.

DEVELOP AN ADVISORY GROUP

Provision for an advisory committee was incorporated in the proposal and formalized with the grant award. The committee was utilized in a variety of ways by staff throughout the process. In the proposal development phase the Project Director had sought advice and direction from knowledgeable outside persons. With funding, many of these same persons were invited to serve on a screening committee to choose staff and subsequently to serve on the Advisory Committee to the project itself. Sub-committees of that Advisory Committee were formed and augmented by others to work on specific tasks, e.g. curriculum and evaluation. This expertise was invaluable. Advisers were called upon to confirm planning or contemplated action, to acquire ideas and information, and to provide backup—psychological and actual

THE ADVISORY COMMITTEE

Jerry Anderson
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Department of Corrections
State of Minnesota

Eugene Burns
Director
Ramsey County Court Services

Gisela Konopka
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Still others were contacted by the staff at different times to create an informal network of advisers, extending even further the outreach to related agencies, institutions and academic departments.

STEP 2

Select Participants and Determine Their Training Needs

DEVELOP A LIST OF PARTICIPANTS

In order to identify training needs, trainees had to be selected. The grant specified who was to participate from the states contiguous to Minnesota but did not detail the selection of three-quarters of the trainees who were to come from Minnesota. The following selection process was undertaken by staff.

1. A comprehensive survey was made of facilities operating in Minnesota in June 1975 which might be eligible to participate in the program. A set of criteria for eligibility was framed for use in the survey. According to the grant proposal, participants in the training must come from community-based, residential, non-institutional programs dealing primarily with correctional clients. Working definitions of these terms were:

Community-based facilities are programs which utilize resources external to the facility, i.e. outside schools, outside employment, and outside medical assistance.

Residential status requires the overnight accommodation of persons in the program for an extended period of time.

Non-institutional implies the utilization of community resources as well as a limit on size. To be classified non-institutional a program cannot be so large that it begins to provide for all its own needs.

Correctional unit means that the majority of residents must have been through court systems—"convicted" and in some sense placed in a facility that is an alternative to incarceration in a larger institution, or is a prerequisite for re-entry into independent living. (The adjudicated delinquent would be considered a convicted person.)

From these general definitions the following criteria were evolved to determine the programs that would qualify:

Size—more than five but generally less than 45 residents (indicated by number of beds)

Number of paid staff—minimum of 5

Percentage of correctional clients—over 50 percent of residents

Community-based—rely on external resources, i.e., the unit is not self-contained, it draws on the community.

2. From the list of eligible facilities grouped according to region a representative sample of facilities was developed, based on rural/urban, adult/juvenile, male/female, and ethnic/race considerations. Letters of invitation were sent to the administrators of the facilities chosen. 35 persons attended the first session of the training program.

DETERMINE AREAS OF CRUCIAL NEED IN TARGET POPULATION

Knowledgeable persons were consulted to gain their perceptions of the training needs of administrators of residential community corrections facilities. The literature was searched for insights into training needs identified by other persons and for information about seemingly similar training programs. Finally, one-to-one interviews were conducted with persons who responded favorably to the letter of invitation to get potential trainees' perceptions of their own needs and to confirm their desire to actively participate in the program. (See Interview, Appendix A.)

From all of the above, training needs were identified and grouped according to topics or broad general areas of concern. These broad areas were prioritized and became "manageable" units for further planning. Priority was assigned on the basis of the frequency of expressed need for training in a particular area rather than on some a priori notion of critical need on the part of the planners. Interestingly, the prioritized areas of training need identified in this way did not differ substantially from those areas written into the grant. The needs assessment confirmed and strengthened expectations for the potential meaningfulness of the program. (See List of Priorities, Appendix B.)

Throughout the process of participant selection and needs assessment the Advisory Committee and the Curriculum Committee were invaluable as sounding boards and as sources of support. Both individually and in groups they played important roles in determining direction and focus of staff activity in moving through this step in The Process.

STEP 3

Write Program Goals and Objectives

APPLY CRITERIA FOR SELECTING GOALS AND OBJECTIVES

From the interviews with administrators crucial concerns were derived. These concerns were translated into the following objectives based on what was most relevant, commonly needed, difficult and likely to be retained and useful.

DETERMINE AND WRITE GOALS

The goals of the Community Corrections Program were written into the grant. They were:

1. To enhance the operational performance of administrators of community based correctional facilities.
2. To facilitate administrators to train others by helping them plan and initiate such training in the course of their own training.

FORMULATE AND WRITE OBJECTIVES

With few exceptions the objectives that derived from the goals were more related to content and method than to the explicit impact on participants' behavior. Following are the objectives developed.

Administrators, the corrections system, and themselves:

1. To assist administrators in defining their various roles and the tasks each role requires in the context of the correctional system of which they are a part.
2. To assist administrators in analyzing their management style as a means of gaining some insight regarding themselves and their relations with others.
3. To identify and prioritize variables impacting on administrators' effective use of time.

Administrators and staff:

1. To identify and discuss the elements involved in staff selection, performance and retention.
2. To define administrator's role in counseling, coaching and evaluating staff.
3. To review alternative staff organization models.
4. To consider ways of providing staff development and training.

Administrators and residents:

1. To clarify and contrast administrator's role and staff role in relation to residents.

2. To discuss alternative approaches to frequently encountered behavior problems of residents within the program.
3. To identify a body of knowledge necessary to an understanding of residents including (a) individual differences—social, economic, psychological, ethnic; (b) rights of residents.

Administrators and the program:

1. To identify and discuss key program elements in any residential corrections unit—"what is program, what isn't program?"
2. To identify and discuss several program approaches and where each is most productively used.
3. To discuss client selection in the context of program approaches in the unit.
4. To identify and discuss methods of program evalution in order to be able to measure "success" in terms of measurable outcomes.

Administrators and support systems, internal and external:

1. To analyze significant organizational linkages and their potential for assisting in the unit's survival, with success; (a) internal linkages to Board of Directors, the family of the resident, sponsoring organizations; (b) external linkages like the range of persons and groups in the corrections system, educational system, training system, work sites, etc.
2. To explore organizational communication systems and practices.

As can be inferred from the list of goals and objectives, the initial training session was geared largely toward the articulation and definition of what it means to be a competent administrator. At present the specific skills, general knowledge or attitudes which constitute "competency" in an administrator of a community-based residential correctional facility have not been defined with the degree of precision necessary for a strict before/after objective measurement.

COMMENT

The relative absence of end-result objectives for the Community Corrections Training Program was due to a number of factors:

1. Primary emphasis was placed on making the program responsive to each participant's special interests. Since the group was very diverse in education, background, job responsibilities and training needs, planners attempted to provide general theories and knowledge and the opportunity for participants to apply these general learnings to their practical concerns in small group settings. Only when a sufficiently universal and specific need was identified were concrete techniques taught, e.g., program evaluation. Even in those areas the focus was on communicating knowledge; only limited attention was given to experience in application. To illustrate, participants worked on conceptualizing and formulating objectives as a way of reaching a better understanding of evaluation.
2. Planners were skeptical regarding what could be measured. Their skepticism was further conditioned by an overriding fear of spending too much time formulating objectives without really imporving the program.

3. Differences among planners with respect to educational philosophy, the nature of the program, and the practical constraints of time and expertise also prevented the formulation of precise end-result objectives. However, as the content of the program was developed planners had to become more explicit concerning what was to be imparted. From the content more concrete objectives evolved. For exmpale, by the completion of the last training session (March 12) all participants were required to write the objectives of their own programs according to a given model, and in so doing to specify the action steps (who was to do what by when) required for the realization of these objectives.

Conducting the training made the planners as well as the participants aware of the value of clear end-result objectives. The importance of attempting to develop measurable objectives consistent with overall goals in any training program cannot be overemphasized. Delineation of end-result objectives, even if they are not capable of exact measurement, is an essential part of the process.

STEP 4

Develop the Means to Realize Objectives

Initially the means to realize objectives were determined for only the first of the five residential training sessions—a four-day session to provide an overview of the entire 14-day training program. (See Appendix C.) Trainees were to be introduced to a number of specific topics that could become the focus for more in-depth treatment in the four subsequent sessions. Feedback through the evaluation system was to provide staff with information about trainee preferences. The time between sessions was considered adequate to reflect on and respond to program foci identified in this way. Following each session objectives were to be reconsidered and finalized for the next session.

Based on participant feedback following the first session, numerous changes were made. The number of training units was reduced, they were shortened, and fewer outside resources were involved.

In its initial determination of means to realize objectives, staff was not fully aware of the potential contribution which trainees themselves could make. Nor were the staff's own substantial strengths fully recognized. However, after the first residential session increasing reliance was placed on these internal strengths, building them into each of the follow-up sessions in a variety of ways.

Each topic area was arranged in a logical sequence and reviewed for range and detail of subject matter. Outside resource persons were interviewed and briefed on the role of their presentations in the whole program. Staff considered what the balance between lecture and small group discussion should be to do justice to the topic and to hold participant interest.

Physical arrangements were considered an integral part of training. It was important for participants to be housed in the same facility, to share meals and other social spaces, and to have maximum opportunity to exchange new as well as old experiences. The nature of the arrangements increased this interchange.

Materials including books, periodicals and bibliographies were selected and programs were printed. (See sample program, Appendix C.)

STEP 5

Design Evaluation

Working closely with the Evaluation Committee, project staff developed 40 self-report questionnaires to assess the interest and value of the content and methods used in the 14 days of training. Because of the general exploratory nature of the training, the staff's educational philosophy, and the limited time and funds available for evaluation it was decided that open-ended self-report questionnaires would gather the most relevant information. The participants' articulateness, honesty and competency in the field also argued for an evaluative approach that would solicit their assessment of what they learned (as opposed to strict objective testing). Questionnaires were developed both for immediate and follow-up evaluation. (See representative evaluation form, Appendix D.)

While the evaluation was built on a self-reporting system, attention also was given to outside information and informal feedback. No objective means for assessment were developed, which was consistent with the planners' philosophy and the practical constraints under which the program was conducted.

Primary responsibility for evaluation was lodged with one person. This required first that he develop the instruments and second that he collect, collate and interpret the findings as the training proceeded. He also had to integrate these findings with informal feedback and outside observations from other staff members and involved persons. At risk in reliance on one person for evaluation is freedom from bias in the interpretation of the data. However, this person did not function in isolation. He worked carefully and closely with all members of the staff, producing assessments with which the entire staff felt comfortable.

STEP 6

Conduct the Program

One major initial session followed by four closely related sessions were implemented over a six-month period. Each of the five sessions was approached separately, requiring review of all of the steps in the process. At the same time each of these sessions had to be integrated with and made meaningful to the total program.

Implementation required a variety of staff activities during and between sessions:

- planning each of the four follow-up sessions in the 4-6 weeks available between sessions
- arranging for sleeping, eating, socializing and relaxing, as well as for materials and resources
- responding to participants' requests, e.g. for more or less free time during the sessions, more or less structure within the training units, more or less outside help in working through the training units
- interpreting subject matter and training goals for continuity and clarity—one to one and in small informal groups;
- redefining staff roles: for example, in the first four-day session persons other than staff led the small group interactions. From the assessment of that session it was clear that responsibility for small group interactions should be assumed by staff and that more time should be allowed for such interaction. Staff moved in each succeeding session to a far more active training role as distinct from a planning/facilitative role.

The one full time staff member had major responsibility for both Step 4 and Step 6. He did not work in isolation but drew heavily on other staff and on advisory and curriculum committee members. It was critical that responsibility for these two interrelated steps was clearly defined and accepted. Key also to implementation was flexibility, good humor, and "skill" in running projectors, controlling lights, regulating air conditioning, heating, etc.

Implementation of the goal "to train participants to train others as they had been trained" was approached in a number of ways. Beginning with the third of the five residential sessions, materials to facilitate this goal were developed and explained. Time was provided for small group interaction to deal with this activity. Systems for between-session contacts with trainees were set up, "homework" was assigned. The task of "training others" became a training unit in succeeding sessions, culminating in trainees critiquing this monograph prior to its publication.

STEP 7

Assess Program Effectiveness

Assessment was built on the evaluation questionnaires used in the 14 days of training. Five to ten different instruments were used in each of the five residential sessions. Following each of the sessions an assessment was made. At the end of the entire program staff also prepared an account of all of the units in each of the sessions and reviewed the participation of each of the trainees. The impact statement, included here in its entirety, reflects these staff reviews and the assessments from the five sessions as well as informal feedback and outside observation.

IMPACT STATEMENT

INTRODUCTION

Evaluation for the Community Corrections Project consisted of 40 self-report questionnaires; 36 of these were administered during the sessions and four following the sessions. Approximately 80 percent of the participants turned in the evaluation instruments, though this percentage varied widely from session to session.

FORMAT AND PHYSICAL ARRANGEMENTS

Participants responded most favorably to a format constructed of short intense work periods of two to four hour blocks, up to eight hours per day, with breaks. They preferred meeting during the week and not on weekends.

The presentation of information by experts alternating with task-oriented small group discussion (eight to ten members and a staff facilitator) was the preferred training method. This method insured that trainees would have some structured input to learn, and an opportunity to discuss its implications for their unique situations.

Ratings of small group productivity and interest were higher if relevant tasks requiring homework by the administrator (participant) prior to the session were assigned and focused on in the discussion. Participants were asked to write up critical incidents; keep a log on their use of time; submit job descriptions, program goals and objectives; and prepare plans for their training of others.

Experts who received the highest ratings were those who could relate the information they presented to the practical concerns of the administrator's program. These experts offered either step-by-step practical techniques that administrators could give to their staff or apply in their facility or they offered general encouragement and understanding for the type of work the administrators perform.

Participants responded critically to being overworked initially and to not being sufficiently and actively involved. Later criticisms focused on the lack of clear objectives for the units or too much theory not linked to practice.

CONTENT

The training program was composed of 21 units which utilized presentations of outside resources and 14 small group discussions.

Interest in specific content areas reflected the diversity of the group with respect to their roles in their facilities, their background knowledge, their immediate practical problems, and the skill and sensitivity of the presenters. Generally speaking staff training, management of time, and program survival (evaluation and working with other agencies) were rated the most critical issues. Sessions in management styles and small group sessions in which participants described their job and staffing patterns were rated highest; presentations dealing with general orientation to corrections and with theory on working with clients were of least interest. Appendix E provides a summary of the evaluations of the sessions, stressing participants' comments on the interest and value of the content they were exposed to.

IMPACT

The following conclusions are drawn from the impact oriented questions on the wrap-up questionnaires:

A major impact of the training program was the development of an ongoing support group. As a result of participating in the project a number of participants have formed an ongoing set of contacts to whom they turn for information and advice.

Administrators stated they are utilizing a variety of practical techniques learned in the program for problem solving, time management, changing staffing patterns, and conducting program evaluation. They feel more competent to set practical objectives for their own purposes. They use time logs more often. They have reformulated job descriptions to give a more accurate idea of what staff should do, and they use them in staff appraisal. They use exercises for assessing an individual's interpersonal work style. There is no clear objective ground, however, for claiming that the participants' utilization of these techniques has necessarily increased the efficiency of their operations. Their self-report is taken at face value, even though this has its dangers.

It is in the area of training others that the program has had the greatest apparent impact. Three small discussion groups during the sessions were devoted to planning the training-of-others programs. Participants submitted plans and assessments of their training efforts which reached an estimated 293 persons, including the staffs of their facilities, their boards, and persons from the wider community. Much of the training content from the Community Corrections Project was adapted for use in training others.

Many administrators indicated that through working with peers on common problems and being exposed to relevant resource persons in the community corrections field they are developing a more realistic picture of what they are expected to do and what they can reasonably expect to do.

FINAL ASSESSMENT

Five months after the training and evaluation was completed 20 participants met with project staff to review the impact statement. Session by session evaluations also were read. Participants, meeting in small discussion groups, commented on the accuracy of the general conclusions. They agreed that the impact statement conveyed what they had learned in the program. While different aspects of the program were important to different participants, there was general agreement that two features of the program were outstanding: (1) the development of an ongoing support group, which they valued; (2) the emphasis on training of others, which had encouraged them to increase contacts with their staffs and clarify the goals and objectives of their own programs.

Appendices

A. Interview (with potential trainees) 47
B. List of priorities (training needs) 49
C. Sample program 50
D. Representative Evaluation form 53
E. Summary of evaluations of training sessions 58

APPENDIX A

INTERVIEW OF POTENTIAL TRAINEES IN THE COMMUNITY CORRECTIONS PROJECT

Part I: Informing Potential Trainees of Project

I. Introduction to Interviewer: background; role in project

II. Finding out what interviewee knows about project.
   A. Has he received the brochure?
      Has she heard about it from other sources?
   B. Any questions?

III. Explaining the Center
   A. Purpose: The purpose of the Center is to bring together knowledge and skills from various disciplines, professions and experiences to better understand and work with youth.
   B. Solicitation of Center: The Center was asked by the Department of Corrections and the Training Center for Community Corrections to develop a project to train administrators of community-based correctional facilities.

IV. The Project
   A. Development to Date:
      1. Development of a list of qualifying facilities.
      2. Selection criteria.
      3. The advisory committee, members and role.
   B. Goals of the Project:
      1. To increase competency of the administrator by improving and enhancing job skills.
      2. Developing an ability to train others.
   C. Focus of the Training Project
      1. Role of the administrator and relationship to clients, staff, community, and himself.
      2. The process of training: information sharing, assessment of needs, evaluation, evolving a training model.
   D. The Format: 14 days of training; 4-day residential Sept. 8-11, 4 2½ day sessions in Oct. Nov. Jan. and Feb.
   E. Role of Trainee: Emphasize that they will be active in determining actual content of training and articulating what occurs in their facility.
      1. Will be asked to fill out a needs-assessment questionnaire.
      2. Possible participation in curriculum committee.
      3. Recommendation of "trainers."
      4. Themselves as trainers.
      5. Expressing their needs, strengths, and interests so that we can develop an optimal curriculum.

Part II: Informational Interview:

Intro: What activities did you participate in this last week? (Review of calendar and major things that have come up.)

A. Staff
   1. How many staff are currently employed?
   2. Who hires staff?
   3. What are the staff's roles and responsibilities?
   4. What's your turnover rate? Is burning out a problem?
   5. How often do you get together with your staff? (For what purpose, in what context?)
   6. What's your relationship to your staff?
   7. How do you handle conflict involving staff?
   8. Do you have any specific problems or concerns relating to staff that you would like to see addressed in the training session?

B. Program
   1. Could you briefly describe the program?
   2. Who's responsible for your program?
   3. Who does your program best serve?
   4. What are your specific concerns or problems as pertains to the program?
   5. In light of the controversy about community-based residential programs, what do you feel needs to be done? Do you feel such programs can be effective?

C. Residents
   1. How often are you in contact with the residents in your program?
   2. What type of contact do you have? (e.g., intake, treatment, problems and discipline, informal, advocacy)
   3. What are your major problems or concerns with the residents in your program?

D. Community
   1. What kind of contacts do you have with the broader community? (Who do you see, what agencies—Why?
   2. What is your relationship to other parts of the criminal justice system? (Police, courts, probation, parole)
   3. Do you have a board of directors?
   4. What is the purpose of the board?
   5. What is your relationship to the local neighborhood, town, and mass media?
   6. Could you list some problems and concerns you have with the community?

E. Self
   1. How do you feel about your job?
   2. What do you see yourself doing in the future?
   3. To whom do you turn with problems?

After spending this time listening to what our training session will focus on and going over the operation of your program, what areas do you think are most important for us to address in our training session?

APPENDIX B

SUMMARY RESULTS OF 25 INTERVIEWS WITH TRAINEES INDICATING THEIR MAJOR AREAS OF CONCERN FOR TRAINING

I. How to Deal with Bureaucracies
- *Board of Directors
- Support Resources
- **Evaluation
- Maintaining Program Integrity
- *Community Relations
- The Correction Philosophy—Justice System

II. Management Style
- **What is MY Style?
- Organizational Models
- *Time Management
- *Planning—Evaluation
- Input—Internal, External, Openness

III. The Residents
- Street Cultures
- *Their Development
- Legal Concerns
- *Race—Class Issues
- The Nature of Conning
- Resident Linkages (External, Internal)

IV. Realizing Program Goals—Residents
- *Selection Issues
- Participation of Residents
- Use of Contracts
- Accountability Issues
- **What is Success (or degrees of)
- *Evaluation Process
- Process for Renegotiating Goals, etc.
- Control—Power

V. Staff—Program Goals
- *Staff Selection—Retention
- Staff Participation
- Staff Accountability
- *Team Building
- **In-Service Training
- Staff Conflict
- Competition with Staff
- Staff Problems—Personal

*High priority
**Highest priority

APPENDIX C

TRAINING OF ADMINISTRATORS OF RESIDENTIAL COMMUNITY CORRECTION FACILITIES

September 8-11, 1975

Holiday Inn Central
1313 Nicollet Avenue, South
Minneapolis, MN 55403
Telephone No. 332-0371

PROGRAM

Monday, September 8

Afternoon

3:00-
5:00 Check In and University Registration

5:00-
6:30 Dinner and Opening Remarks

Keith McFarland, Dean, College of Home Economics
Gisela Konopka, Director, Center for Youth Development and Research
Miriam Seltzer, Project Director
Chris Clauson, Training Coordinator
Bill Wilkey, National Institute of Corrections, Washington, D.C.

6:30-
8:30 General Session

Moderator: Robert W. Johnson, Anoka County Attorney, Member Advisory Committee, Center for Youth Development and Research

Resource: Theartrice Williams, Ombudsman for Corrections, State of Minnesota

TOPIC: COMMUNITY CORRECTIONS 1975—A REALISTIC LOOK

Purpose: To place community corrections in the context of the total corrections system as a means of facilitating a personal philosophy of corrections.

Discussion

Tuesday, September 9

7:30-
8:30 Breakfast

8:30-
10:00 Small Discussion Groups

Moderators:

Glen Bartoo, Assistant Director, Office of Delinquency Control, University of Minnesota

Marion Freeman, M.S.W., Campus Assistance Center, University of Minnesota

Carol Barrett, Training Coordinator, Community Corrections Training Center

Nancy Wiggins, Associate Director, Minnesota Resource Center for Social Work Education

Resource: The Participants

TOPIC: MANY FACES OF COMMUNITY CORRECTIONS

Purpose: To introduce participants to each other through brief descriptions of what they are doing, why and with whom. To demonstrate the wide variety of residential programs in community corrections

10:00-
10:14 Break
10:15-

11:45 Continuation of Small Groups with Moderators
Resource: The Participants

TOPIC: ANALYSIS OF MAJOR MANAGEMENT ROLES THROUGH RESPONSE TO "CRITICAL INCIDENTS" ASSEMBLED BY STAFF

Purpose: To begin to systematize the managerial function in residential community corrections facilities

Afternoon

12:00-
1:00 Lunch

1:15-
4:15 General Session
(with break) Resource: Pat Carnes, Instructor, Metropolitan Community College

TOPIC: TIME MANAGEMENT: ROLE AND TASK ANALYSIS

Purpose: To discuss variables impacting on administrators' time from the perspective of managerial function and style

5:30-
6:30 Dinner

6:30-
8:30 General Session
Resource: Mr. John Warder, President, First Plymouth National Bank

TOPIC: THE BOARD OF DIRECTORS

Purpose: To discuss "The Boards" role in relation to the administrative role.

Discussion

Wednesday, September 10

Morning

7:30-
8:30 Breakfast

8:30-
11:45 (with Break) Small Discussion Groups

Moderators: Glen Bartoo
Marion Freeman
Nancy Wiggins
Carol Barrett

Resource: The Participants

TOPIC: INTERPERSONAL RELATIONSHIPS

Purpose: To analyze and discuss alternatives to specific interpersonal incidents or situations trainees bring from their practice, e.g. relation between themselves and one or more staff, board member, residents, etc.

12:00-
1:00 Lunch

1:15-
4:15 (with break) General Session

Resource Panel:

Miriam Pew, M.S.W., A.C.S.W.
Marian Hall, Director, School Psychology Training Department
Jim Gilbertson, Clinical Psychologist, Behavior Intervention Specialists

TOPIC: APPROACHES TO WORK WITH PEOPLE: UNDERSTANDING HUMAN BEHAVIOR—YOURS AND OTHERS

Purpose: To look at alternative approaches to an understanding of, and work with, people. To discuss with panelists specific incidents or situations that presented problems in the morning sessions as a means of further understanding different approaches to working out interpersonal relationships.

Discussion

5:30-
6:30 Dinner

6:30-

8:30 General Session

Resource: Burt Galaway, Associate Professor, University of Minnesota, Duluth

TOPIC: "NOTHING WORKS IN CORRECTIONS"

Purpose: To stimulate critical and constructive thinking about programs in residential community corrections facilities

Discussion

Thursday, September 11

Morning

7:30-
8:30 Breakfast

8:30-
11:00 General Session

Moderator: George Shapiro, Professor, Department of Speech-Communication, University of Minnesota

Resource: Gisela Konopka, D.S.W., Director, Center for Youth Developmtnt

TOPIC: "SOMETHING CAN WORK IN CORRECTIONS"

Purpose: To think through goals of corrections and their implications for ethics in practice.

Afternoon

11:30-
1:30 Lunch and General Session

Moderator: Richard Clendenen, Director, Delinquency Control, University of Minnesota

Resource: Pat McManus, Deputy Commissioner, Minnesota Department of Corrections

TOPIC: COMMUNITY CORRECTIONS: THE SURVIVAL OF

Purpose: To raise urgent issues confronting community corrections

Resource: Chris Clauson, Training Coordinator

1:45-
3:00

TOPIC: AN IDEAL SUPPORT SYSTEM FOR "SMALL," RESIDENTIAL, COMMUNITY CORRECTIONS FACILITIES

Purpose: To provide administrators with an approach for analyzing their own support systems, internal and external.

Resource: Rick Clugston, Staff Assistant, Community Corrections Project

3:00-
4:00

TOPIC: WRAP UP

Purpose: To consider "what happened" and "what's next"

Follow-Up Sessions:

Oct 15-17, 1975: Communications
Nov 19-21, 1975: Staffing Concerns
Feb 4-6, 1976: Alternative Approaches to Treatment
Mar. 10-12, 1976: Evaluation

APPENDIX D

Evaluation 18

WRAP-UP QUESTIONNAIRE FOR THE OCTOBER 15-17 TRAINING

Your candid comments on your experience in this initial training session and your identification of what you would like to focus on in the follow-up sessions will help make the entire training experience interesting and useful to you.

Included in our evaluative "wrap-up," are questions focusing on an overview of training, the small groups, the content and plans for the follow-up sessions.

Key:	1	2	3	4
	Not At All	A Little Bit	Quite A Bit	Very Much

Overview of the October 15-17 Training

In this set of questions, we would like you to consider the last three days as a whole.

1. To what extent did this experience offer what you expected from it?

   1 2 3 4

   _____

   _____

2. To what extent are you enthusiastic about the 3-day experience?

   1 2 3 4

   _____

   _____

3. To what extent were you satisfied with the manner in which your time was scheduled?

   1 2 3 4

   _____

   _____

4. To what extent have you met new people that you will keep in touch with outside the training program?

   1 2 3 4

   _____

   _____

5. Circle the letter which best describes the sessions:

   A. A good balance between theoretical and practical information.
   B. Not enough new information.
   C. Too theoretical.
   D. Other (Please specify)

   _____

6. Please indicate, with a checkmark in the appropriate column, the degree to which you were satisfied with the way in which each aspect was handled:

	Not At All	A Little Bit	Quite A Bit	Very Much
A. Length of the Sessions				
B. Number of Topics				
C. Amount of Free Time				
D. Amount of Lecture				
E. Breaks				
F. Location of the Facilities				
G. Meeting Rooms				
H. Meals				
I. Chance to Get Together with Others				
J. Chances to Participate				
K. Addressing of One's Special Interests and Concerns				
L. The Written Material for Each Session				
M. Evaluation Procedure				
N. Other _____				

7. Please comment on these or other aspects of the training you would like to see changed or improved: _____

_____

Small Group Evaluation

You have spent 2 mornings working in small groups. We would like to know if they have been valuable and are worth continuing in the follow-up sessions. Please make any comments or criticisms of this aspect of training.

To what extent do you feel that participating in the small group discussion:

1. Enabled you to focus in on issues of real concern and receive information or ideas about them?
   1 2 3 4

   _____

   _____

2. Provided you with more useful information than would have been provided by speakers only?
   1 2 3 4

   _____

   _____

3. To what extent did your small group facilitator:
   A. Keep the discussion on relevant areas? 1 2 3 4
   B. Give everyone a chance to participate? 1 2 3 4
   C. Enhance the quality of the communications? 1 2 3 4

4. Did you find being in a different group than in the previous session to be of benefit?
1 2 3 4

5. Were the small group discussions adequately focused in on issues of relevance and concern for you?
1 2 3 4

6. Do you have any recommendations for group facilitators? _____

7. How the small groups might be improved? _____

8. Would you like to remain in a small group for follow-up sessions? _____ Yes _____ No

If No, what would you rather do? _____

9. Would you like to continue with the same group of administrators? _____ Yes _____ No

If No, who would you like to be with? _____

10. Would you like the same facilitator? _____ Yes _____ No.

If No, do you have any suggestions for a facilitator? _____

Overall Questions on the Value of the Topics

In this portion of our questionnaire the relative importance of the various topics that were presented to you from October 15-17 are covered.

Included is a list of the topics of the 6 sessions. Please (1) rank the order in which you think the areas were pertinent to your needs and interests by putting a 1 by the most important, a 2 beside the next important and so on. Then, (2) consider each of the topics and rate the extent to which it supplied information that will be of use to you on your job.

Key:	1 Not At All	2 A Little Bit	3 Quite A Bit	4 Very Much
_____	Analysis of Support Systems			1 2 3 4
_____	Presentation of Community Corrections Residential Programs			1 2 3 4
_____	Effective Interpersonal Communications (Reis Hall)			1 2 3 4
_____	Basic Communication Principles Applied to Interorganizational Relations (Len Bart)			1 2 3 4
_____	Effective Interorganizational Communication			1 2 3 4
_____	Negotiating Relevant Systems			1 2 3 4

3. Add any comments on the pertinence or usefulness of the topics: _____

_____

_____

4. Indicate any topics you would like more information on: _____

_____

_____

5. Indicate topics you would eliminate or reduce the amount of time spent on them: _____

_____

6. Are there any topics you would like to add? _____

_____

_____

7. Please list any resource people you would like to work with in follow-up sessions: _____

_____

Follow-Up Sessions

The November 19-21 session will focus on staff issues and the training of others. In order to facilitate the discussion in small groups we would like you to indicate which of the following staff issues you would most like to focus on. Put a 1 beside the one you would most like to focus on, etc.

_____ Staff Training

_____ Staff Selection (interviewing, alternative modes on which to base judgments)

_____ Staff Retention (rewards, incentives preventing burn-out)

_____ Recruitment of Staff

_____ Use of Volunteers

_____ Firing Staff

_____ The Ideal Staff

_____ Job Descriptions (staff's relationships, roles, responsibilities)

_____ How Much are Staff Worth? (salaries)

_____ Appraisal of Staff

_____ Supervising Staff

_____ What kind of relationships should an administrator take towards staff?

_____ How should one present oneself and one's program to interviewees?

_____ Outside opportunities for staff

_____ Other. Please indicate any other staff concerns

_____

_____

Evaluation

1. Do you feel this evaluation is getting at the important issues?
   1 2 3 4

   _____

2. What suggestions do you have for improving the evaluation of follow-up sessions?

   _____

   _____

   _____

APPENDIX E

SUMMARY OF THE EVALUATIONS OF THE SESSIONS, STRESSING PARTICIPANTS COMMENTS ON THE INTEREST AND VALUE OF THE CONTENT

Each evaluation covers one 2-3 hour training unit (32 training units in all).

EVALUATION 1—COMMUNITY CORRECTIONS 1975—A REALISTIC LOOK

Participants felt that this presentation failed to give them new information on community corrections in the context of the total corrections system. Few practical suggestions were offered on articulating one's philosophy.

EVALUATION 2—MANY FACES OF COMMUNITY CORRECTIONS

Response was highly positive to this introductory session. Participants had an opportunity to discuss their facility and program and to hear what others in the field are doing. The discussion of critical incidents served to highlight program similarities and differences.

EVALUATION 3—TIME MANAGEMENT: ROLE AND TASK ANALYSIS

2/3rds of the participants felt that this session helped them clarify their priorities in working time and organizing it as well as clarifying the relationship between one's personal style and use of time. They felt overall that the session was very interesting (95% over so/so) and that it provided new and relevant information. The Firo-B test was regarded as a useful technique in clarifying participants' personal styles.

EVALUATION 4—BOARDS OF DIRECTORS

Five of those attending the session indicated that they didn't have a board. Overall participants feel they have a supportive and pretty effective board that they can have a large amount of impact on. All the responses to the questions on this session were so/so, i.e., they didn't feel it was very useful.

EVALUATION 5—APPROACHES TO WORK WITH PEOPLE: UNDERSTANDING HUMAN BEHAVIOR—YOURS/OTHERS

While the participants were quite interested in the panel presentation, they felt the time could have been better organized. Respondents did not adequately deal with the critical incidents. The majority felt it only presented them with a little bit of new information.

EVALUATION 6—NOTHING WORKS IN CORRECTIONS

Participants indicated that this session did provide them with more information on what the critics of community corrections are trying to say. In addition, they became clearer on how to define success for the program. However, the late hour and style of presentation made it difficult to attend fully to the content.

EVALUATION 8—THE SURVIVAL OF COMMUNITY CORRECTIONS

Participants felt as a group that the issues of central concern were raised pertaining to the survival of their program and that quite a few suggestions for actions to take were offered. They found the information quite interesting, new and useful, though more interesting and useful than new.

EVALUATION 12—ANALYSIS OF SUPPORT SYSTEMS

The first small group was rated quite positively. It held participant's attention well in general. Participants indicated they would change the session very little, if at all, to improve on it. Such comments as there were recommending improvements stressed more time needed (2), focusing in on more specifics (3), and smaller groups or more homogeneous groups (2).

While keeping a journal seemed only moderately relevant while doing it, the participants felt it provided insight into their use of time to a greater extent than they expected while they were doing it. Participants (2/3) felt it stimulated discussion quite a bit or very much, while it was not as useful in clarifying the importance of various agencies to one's program survival. Comments, though sparse, were positive emphasizing the role the journal discussion played in getting to know other programs better.

EVALUATION 13—PRESENTATION OF COMMUNITY CORRECTIONS PROGRAM

The administrators participating in training as a group make quite a few public appearances to describe their program. They feel it is quite important or very important to have a well-prepared presentation. Most of those attending this presentation feel they will be able to use some of the information presented though they would have liked more information from other programs. The old movie seemed impractical. Comments addressed to improving the session suggest wider exposure and more direct dealing with the issues of how to present a program. Overall the session held participants attention only moderately. They felt it was rather superficial and drawn-out for the amount of information it conveyed. Would have liked it shortened and more to the point.

EVALUATION 14—EFFECTIVE INTERPERSONAL COMMUNICATION

The overall response to this session was substantially negative. Only a very few people indicated they took anything away from the session that would be useful. The style of presentation was seen as inappropriate to the topic. A few also indicated that there was too much information to be covered in such a short session. The session did hold participants attention and raise challenging questions. Participants felt the topic was important.

EVALUATION 15—BASIC COMMUNICATION PRINCIPLES APPLIED TO INTERORGANIZATIONAL RELATIONS

In contrast to the previous session, this session was rated highly positively. A substantial majority felt that the presentation gave them a practical way to look at communications that is particularly relevant to their interorganizational relations (quite a bit). Participants felt the perspective provided would aid them somewhat in improving communications in their facility. The session was rated as quite interesting and relevant. Most comments contrasted the previous two presentations stressing the difference in approaches and affinity for the former. Also some comment was directed to tying down the presentation into more everyday, nuts and bolts, issues. This presentation if it offered anything substantive and lasting, gave people a perspective on what they're doing and themselves, i.e., a more humble self-appraisal and the need to work at finding out where others are at.

EVALUATION 16—EFFECTIVE INTERORGANIZATIONAL COMMUNICATION

These small group sessions were regarded generally quite positively. The session did not give that many a clearer idea of how to work with troublesome agencies or how to improve communications with agencies (its ostensible purpose). It did provide an opportunity to deal with issues that had been raised in the two previous communications sessions. The majority of participants had an opportunity to discuss issues of relevance to their facilities and felt they were exposed to one another's strengths and weaknesses. Nearly all comments emphasized the value of the session, with a few wanting it to move in the direction of more specific, practical information.

EVALUATION 17—NEGOTIATING RELEVANT SYSTEMS

Participants indicated that this session was only moderately interesting or useful. Many expressed their disappointment that someone representing LEAA was not present. While the majority felt that key agencies were represented on the panel, they didn't feel their attitude toward any of the agencies was affected by the presentation, nor did they feel, in general, that their relationships with these agencies will improve as a result of these sessions. The comments, though sparse, indicated a desire for more practical knowledge.

EVALUATION 20—THE ROLE OF THE ADMINISTRATOR

Only four participants indicated they did not complete the job description assignment to a great extent. Most of them found the task both relevant and useful while being done. This relevance and usefulness was increased by this small group discussion. Again, all but 4 participants felt the assignment stimulated discussion very much or quite a bit. The majority felt the session contributed to their understanding of their administrative role more than a little bit, though the relevance and usefulness may well have been in other areas beside clarifying their roles. While the guidelines and standards resource was moderately helpful in clarifying their administrative role, it was not met with great enthusiasm. On the other hand the great majority felt the session was very interesting and the moderators did a good job in keeping the group focused.

The majority of participants who commented on the relevant information they learned in this session focused on the means by which they were evaluated. A few commented that the topic was not stuck to enough.

EVALUATION 21—WORKING WITH STAFF

Responses were quite enthusiastic about Drucker's Films. The majority of participants felt "Managing Your Time" and "Staffing for Strength" to be quite useful practically. While participants felt ample time was allotted for discussion they felt this type of presentation should be repeated. The comments were positive, many urging a small group format as useful in this setting.

EVALUATION 22—MAJOR STAFF ROLES

Though writing job descriptions for major staff roles seemed less valuable than writing out their own job description, the task was still considered relevant and useful by the participants while they did it. The session also increased the relevance of said task. The majority felt they would experiment with new staffing patterns as a result of this session. The "Guidelines and Standards" job descriptions were regarded as less valuable than in the first session. The participants felt very strongly that the discussion was kept focused on meaningful issues and that new information about their staff was gleaned. Written comments by participants unanimously praised this session as one of the best.

EVALUATION 23—"THEORIES" OF PERSONNEL MANAGEMENT

Mr. Fjerstad's presentation was very positively rated. He held everyone's attention well and the participants felt strongly his comments were applicable to community corrections staff concerns. All but one respondent felt his presentation gave them a frame of reference for better understanding staff concerns. The participants remembered clearly the various theories of management, and his comments on relating to staff.

EVALUATION 24—STAFF RELATIONS

The majority of participants had an opportunity to attend the topics of importance to them. Most felt the speakers related the information to the specific concerns of their facilities, though a few expressed disappointment in the lack of relevance of what certain speakers had to say.

The session on communication held people's attention most and provided the most useful information, while the session on motivation did the worst overall. The sessions on staff-selection and appraisal fell mid-range. These relative rankings were confirmed by participants comments on what they retained from the sessions. The various aspects of communications and their utilization on the job were stressed. MBO, appraisal approaches, and various types of interviews were stressed from the selection and appraisal groups. Little could be said positively about the motivation session. In general participants felt the sessions were kept fairly well focused.

EVALUATION 25—STAFF TRAINING

Only four participants indicated that they completed the assignment on discovering staff training needs less than quite a bit. About a third of the group did not find this task very useful. While most felt the assignment and discussion gave them a clearer idea of staff training needs, considerably fewer participants felt they had gotten a clearer understanding of how to train others. Paradoxically more state they have a clear understanding of what the training of others will involve. The discussion was well focused, and participants feel that the expectations of project staff are realistic.

Participants indicated they would like the material presented to date in the sessions in some form for their training. In addition they would also like to know who would be available as community resource people; bibliographies, and lists of other administrators who would consult. Comments on the aspects of the training of others that has been left out were very sparse. "The assumption that this training may already be taking place" and "examples of specific instruments designs-proposals," "different training models," constitute the substantive comments.

EVALUATION 27—WORK WITH RESIDENTS

About half of the participants turning in evaluations on this session felt the small group discussion brought out quite a few, or very many concerns in working with residents. Only 3 of the 21 felt it provided new information to this extent. The majority of those responding felt the discussion only gave them a little clearer idea of the problems. However, most felt the topic stimulated discussion, that it was well focused and held their attention. The comments offered supported my impression that participants didn't get any new practical information, but rather talked about interesting, though peripheral, concerns or rehashed old information.

EVALUATION 28—UNDERSTANDING HUMANISTIC PSYCHOLOGY

This presentation only did a fair job of holding participants' attention and providing them with a framework that enabled them to get more out of the films. It only supplied them with a little bit of practical information on the average. Participants felt that the presentation as well as the films were too elementary. All three of the films fell into the mean-range (between a little bit and quite a bit) in holding participants' attention, with the Perl's film being slightly more interesting. Participants felt these films provided them with an average amount of insight into the basic assumptions and strategies of the various approaches. However, the films gave them few new ideas on the average. Neither did these films give them a better idea of the type of therapy that occurs in their facility. While most participants feel a humanistic approach can be effectively used in their facility, they feel these sessions were only slightly useful in helping them develop new approaches to take in working with clients. Overall, 11 found the sessions a little bit useful, 3 not at all, 2 quite a bit and 1 very much. Again, the problem was that the films were too elementary and not really addressing the kinds of approaches that they do use in working with clients.

EVALUATION 29—BEHAVIOR MODIFICATION

In contrast to the ratings of the previous day sessions, Dr. Nelson's presentation on Behavior Modification was rated quite positively. Participants unanimously felt that he spelled out the assumptions of behavior modification very well. The session held their attention quite a bit. Two-thirds felt that the information was quite relevant to the practical concerns of their facilities, and clarified behavior mod as an alternative approach to working with residents. While in general participants were pleased, some indicated they would have liked something more focusing on group experiences that actively involved more participants.

EVALUATION 30—MODALITIES

Most found this small group discussion quite interesting. Although much of the information was not new, the majority felt relevant information was brought out. Facilitators kept the discussion well focused. Overall the response to the session was fairly positive while the comments stressed the repetitiveness of it as well as the involvement of participants.

EVALUATION 31—TRAINING OF OTHERS

Of the 17 responding, most had only completed part of the training outline. While most participants found completing the outline useful in developing the training of others, only 1/3rd felt the evaluation materials will be of use. However, most feel that they will have little trouble in adapting the evaluation materials to their needs. All who responded are in the process of training others, having completed a little or quite a bit of their training. This session provided the majority with quite a bit of information that will facilitate training. The other 5 said that it provided only a little bit of useful information.

EVALUATION 34–PROGRAM EVALUATION, GOALS AND OBJECTIVES N=22

Comments on Joe Hudson's presentation were quite positive. The average response to questions asking about the interest and utility of the session was about 3 on a 4 point scale. Participants indicated that they were quite involved in developing goals and objectives. This session provided quite a bit of understanding about goals and objectives and the relationship between these two. About half of those responding felt the sessions provided them with an effective way of writing goals and objectives. Half also restated their program goals and objectives according to the format presented. The majority felt that this session will be quite useful in helping them set goals and objectives when they return to their facility.

EVALUATION 35–PROGRAM EVALUATION (ACTIVITIES) N=21

An almost identical pattern of response made to this session as to the previous one on Program Evaluation. However, this session was slightly more positive. Substantial majority of participants felt involved in the process of defining the activities to be evaluated. A similar majority thought that this session provided a useful means for defining program activities in a way that can be evaluated. To a smaller extent, participants felt that this session clarified the relationship between daily activities and goals and objectives in their programs. Nearly two-thirds indicated that after this session they had written their program goals and objectives and activities according to the format that Mike Baizerman presented. The majority felt that the information presented in the last two days on program evaluation will be very useful for improving their program evaluation.

To some extent participants felt that the morning session was more practically useful than the afternoon session that Mike presented. Comments in general were very positive.

EVALUATION 36–SMALL GROUP DISCUSSION ON STAFF EVALUATION N=19

Three-fourths of the participants felt that this session was quite interesting and stimulating and that the information provided in the previous two days can be utilized in evaluating staff. The majority felt that the other administrators gave them practical suggestions for evaluating their staff. The small group discussion also served to clarify staff responsibilities vis a vis the activities that were defined previously. To a lesser extent than it provided useful information for evaluating staff. Comments were all positive and the majority of the participants felt the facilitator kept the discussion focused well on the topic.

EVALUATION 37–SELF EVALUATION N=19

The same questions were asked in the evaluation of this session as in the Evaluation of Staff. In general, the same pattern appeared, but the response was slightly less positive for the evaluation of self session. Participants felt they received less clarification as to what their own personal responsibilities were and less practical information from each other then they had relative to their staff responsibilities. The majority felt that the small group discussions only clarified a little bit what their responsibilities would be. However, they indicated that they felt the facilitator kept the discussion well-focused, then again, all comments were positive. One person indicated that he especially appreciated the resource person, Mike Baizerman, sitting in on the session.

EVALUATION 38–TRAINING OF OTHERS N=20

The majority of questions on this evaluative questionnaire were informational in nature. The first, the majority indicated that they had completed quite a bit or very much of their training since last session. However, roughly half indicated that they have only completed a little bit of the training that they described in their outline. Three-fourths of the participants answering this questionnaire feel that their training has been quite or very influenced by participation in these sessions. 60% of those answering were provided information in this session that will facilitate their training quite a bit or very much. All comments indicate the positive quality of this session, with one person indicating that he has received good training ideas but has conditions back in his facility that prevent him from implementing them.

DEMOGRAPHICS

Community Corrections Project July 1975—July 1976

14-Day Training Program, September, 1975—March, 1976, Minneapolis, Minnesota.

5 separate sessions:

Dates	Focus
September 8-11, 1975	Overview of Issues and Problems in Residential Community Corrections
October 15-17, 1975	Communications
November 19-21, 1975	Staffing Concerns
February 4-6, 1976	Alternative Approaches to Treatment
March 10-12, 1976	Evaluation

35 Trainees from 5 states who trained 293 other persons as part of their own training

1¾ staff equivalents; secretarial and technical assistance.